

Tunisian's discouragement graduates with respect to their employability: explanation by psycho sociological factors

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Abstract

Before they enter the faculty, then graduates, young people consider their chance to have a job. Expected or anticipated employability is, in fact, estimated in terms of factors related to both the labor market conditions and the psychological and social factors of the graduates. It is perhaps for this reason that one should better know the trajectory of graduates, to highlight their social, cultural, economic and, of course, psychological conditions.

The purpose of this article is to expose a survey we conducted in 2005 with students that was considered to be the first to raise the idea that psychology and expected employability can be deeply related.

SURVEY DATA

We will present the variables of our survey, identify the relevant diagram and analyze it. In a final step we will estimate the relationship between the probability of having a job and the individual characteristics of the students.

1.1 The variables of the survey

The students interviewed belong to seven university institutions which are: the Faculty of Economics and Management of Tunis (FSEGT), the National School of Engineers of Tunis (ENIT), the Faculty of Medicine of Tunis, Tunis Law, letters from Mannouba, and the National Institute of Administration Sciences of Tunis (INSAT).

The number of students is as follows: 46 students from FSEGT, 41 from ENIT, 56 from the Faculty of Law, 35 from the faculty of LETTERS, 55 from the FSC, 42 from the Faculty of Medicine and 23 students belonging to INSAT. So, a total of 298 students

The questionnaire that was proposed to them consists of 29 questions divided into five essential components namely: the initial conditions, the role of the parents, the stay in the faculty, the position of the students in relation to the teaching in Tunisia and the labor market, and their expectations regarding their future.

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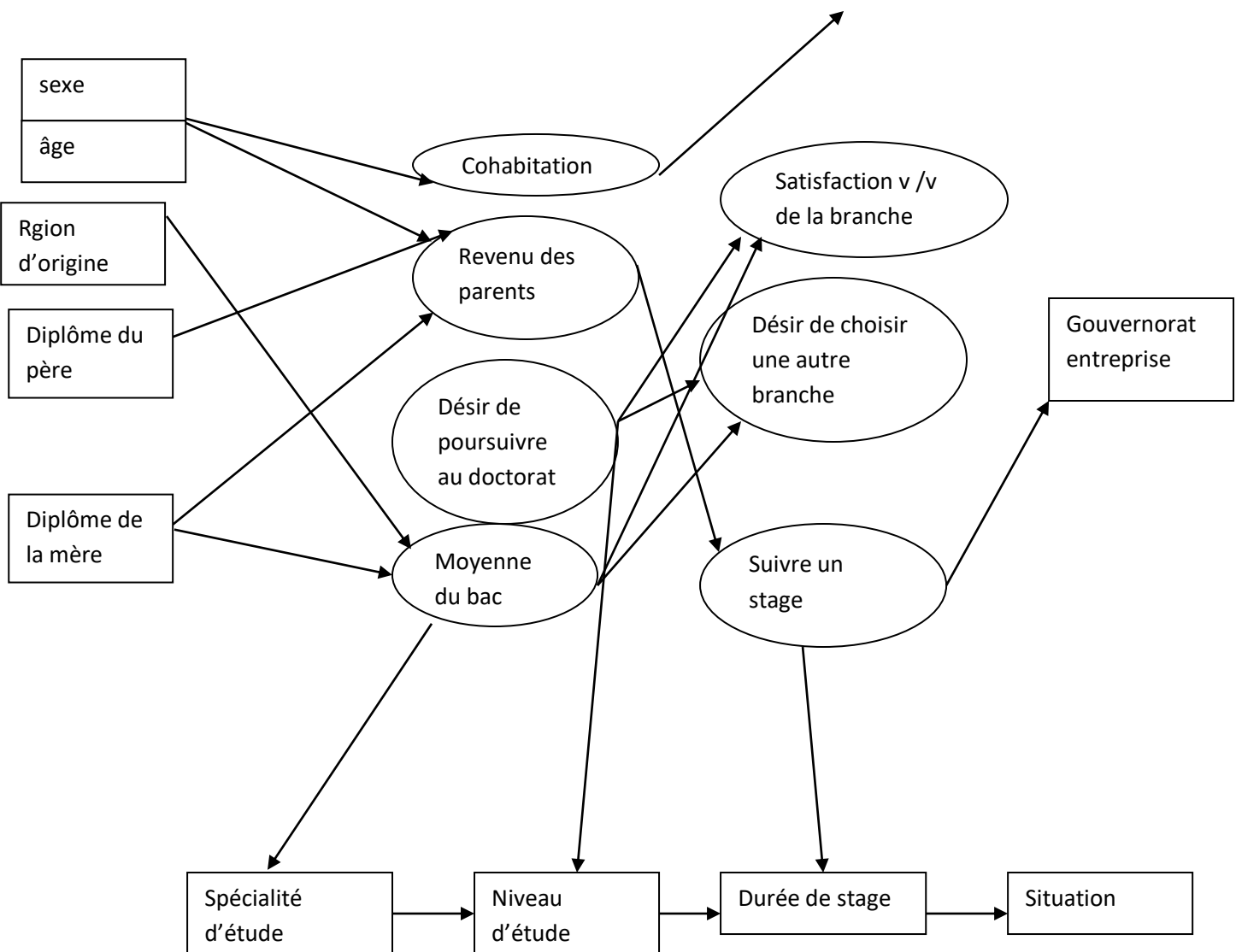
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From this questionnaire we have been able to supplement the mother population, which consists mainly of variables.

The individual characteristics that will enrich the mother population are: discussions with the parents, cohabitation, parents' incomes, the desire to pursue them up to the doctorate level, the average Bac, the region of origin, the father's diploma and the mother's diploma, the governorates of the host companies, the final situation of the graduate, the choice of faculty, satisfaction with the branch, the desire to choose another branch and the decision to follow an internship.

All of these variables are interdependent by causal relationships to form the following diagram.

1.2 Explanation of interrelationships between variables



1.2.1 Expected relationship between probability of having a job and individual and psychological characteristics

It turns out that gender, age, region of origin, father's degree, and mother's degree all intervene to affect discussions with parents. According to the survey we conducted, we were able to understand that female students say, that they have discussions with their parents about their future, this statement seems nuanced by the geographical belonging and also by the diploma parents. This is how we found that for those from the Greater Tunis and Northeast area, students of both sexes say that they have discussions with their parents, especially if they are relatively educated. For other regions, parents' mentality is not entirely open to encouraging their children, especially girls, to pursue higher education.

It turns out that the initial conditions, which are: discussions with parents, cohabitation, parents' incomes, the desire to continue up to the PhD level and the baccalaureate average are affected by gender, age, region of origin and the parents' diplomas.

This is how the sex of the students affects the discussions with the parents and the cohabitation. Indeed, the girls surveyed say that they have discussions with their parents about their future, which is the case with boys but to a lesser extent.

For cohabitation, there is also gender, for boys it is much easier to settle away from parents to study or work. However, this remark is nuanced because, currently, girls have begun to free themselves to pursue their studies or to occupy jobs.

Age, aside from the fact that it is taken into consideration in discussions with parents and cohabitation, it also influences the desire to pursue studies until the doctorate. In fact, the younger the student, the more motivated he will be, if his averages allow it and if he is satisfied with his branch. It is in this case that he will always have the desire to increase his level of study.

It should be noted, however, that this desire to pursue a PhD also depends on the parents' incomes.

According to our survey, the majority of students (almost all) who do not want to pursue the doctorate say that they want to work as soon as possible and this because of financial difficulties of their parents.

The driving variable that allows the transition from the initial conditions to the stay at the faculty, designated essentially by the choice of the faculty, the satisfaction with respect to the branch, and the decision to follow an internship, is the average of the baccalaureate. Dependent mainly on the degree of the parents, because the more they are educated, the more they will motivate their children to have a good average to access advanced specialties, and major determinant of the specialty of study, this variable will influence the choice of the faculty.

If the average of the baccalaureate is good and if the choice of the faculty is voluntary on the part of the student, ie if it is among its first choices (which is the case of the quasi totality of the students that we interviewed), if these conditions are met there will certainly be satisfaction with the industry.

In the opposite case, and when there is a certain desire to choose another branch, the student will not be motivated either to complete his studies or to be satisfied with his branch. This can lead to a certain level of schooling and a decision to take an internship or to seek a job directly.

It should be noted that the decision to take an internship does not only concern these cases because the majority of students interviewed in the context of our survey believe that they will follow the introductory courses in professional life (SIVP) after obtaining of their degree.

In addition, the majority of SIVP participants who are enrolled in the BNEC have mastery level and sometimes more.

1.2.2 Presentation of the main survey data

Table 1: " students' classification interviewed by gender (in%)"

university	Female (%)	Male(%)
FSEGT	65	35
ENIT	33	67
DROIT	61	39
LETTRES	62	38
FSC	49	51
MEDECINE	31	69
INSAT	75	25

Source: investigation 2005

Table 2: "Satisfaction with the branch (in%)"

Faculté	yes	no
FSEGT	76	24
ENIT	83	17
DROIT	51	49
LETTRES	67	33
FSC	57	43
MEDECINE	46	54
INSAT	62	38

Source: investigation 2005

Table 3: Trainees' classification by level

Level	effective	%
architecte	125	0.38
autres diplômes	450	1.37
autres diplômes de la FP	26	0.08
BTP	4	0.01
BTS	30	0.09
ingénieurs	4281	7.55
maîtrise, master spécialisé	19554	59.47
mastère, doctorat	355	1.08
médecin	563	1.71
non indiqué	1	0
pharmacien	139	0.42
premier cycle universitaire	2445	7.44
technicien supérieur	6707	20.4

Source: BNEC 2005

We can therefore, from this table, check that the students are satisfied with their choice and their branches. In addition, when we asked them the question: Would you have rather preferred the branches: literary, socio - economic, scientific or nil? Almost all of the answers were "nil". This means that students are convinced of their choices. Only the employability of their branches annoys them the most. Indeed, this remark will be confirmed further by analyzing phase (c) relating to student expectations regarding the employability of their branches.

By observing the scores that students have given to higher education, we can see that the highest percentages are recorded between score 1 and 2.

It is recalled that the score 1 means that higher education in Tunisia has no relation to employment. For the FSEGT 63% of the respondents are partners of this idea, this rate rises to 69% for the faculty of medicine, 58% for the FSC, 51% for the faculty of LETTERS and 50% for law students.

Table 4: "scores (in%)"

Faculté	score 1 ou 2	5
FSEGT	89	0
ENIT	66	5
DROIT	66	11
LETTRES	77	3
FSC	82	2
MEDECINE	93	0
INSAT	83	0

Source: investigation 2005

For the ENIT 27% think that higher education has nothing to do with employment and 39% rather give the score 2. So a total of 66% between 1 and 2 for the ENIT.

For the INSAT, 43% of the respondents give the score 1 and 40% the score 2. Therefore, a total of 83% between the scores 1 and 2 for the INSAT.

So we can understand that only the 2 engineering schools have a slightly better idea than the other institutions about the relationship between higher education and employment. Only the score 2 does not mean that these two schools are optimistic about their branches and the job market.

It should be noted that the majority of students of any specialty are discouraged: they know very well that they will face insertion problems and they return this discouragement to the very characteristics of the Tunisian labor market. Indeed, nowadays, there are more criteria that must be satisfied for a young graduate to gain access to a stable job.

These remarks are verified for positioning in relation to the labor market: 70% of ENIT respondents think they will have a job as soon as they graduate and 61% of INSAT respondents also think so.

Table 5: "Answers to Question 28: Do you think you will have a job (in%)"

University	Yes	no
FSEGT	31	69
ENIT	70	30
DROIT	27	73
LETTRES	44	56
FSC	22	78
MEDECINE	27	73
INSAT	61	39

Source: investigation 2005

For the other institutions, the rates are significantly different: in fact, for the FSEGT only 30% think they will have a job upon graduation, 27% for the Law, 44% for the literary, 22% for the FSC and 27% for the faculty of medicine. Here are several questions to ask: why are engineering degrees only characterized by such optimism? Is the Tunisian economy so advanced that it only needs engineers? What about the masters? What about graduates with advanced studies?

If this idea confirms to us that the future engineers are more likely, at least that's what they think, to enter the job market and it also confirms the idea that the almost majority of the masters and future doctors and lawyers will have serious unemployment problems.

In fact, we asked them a question that deals with the situation of their relatives with similar degrees: the situation was not surprising: for the FSEGT, the Law, the Letters, the FSC and the Medicine, he wait more than two years to talk about a stable job.

Duration internship%

2 years	94	0.28
between 1 and 2 years	865	6.63
1year	9569	29.1
from 364d to 360	15901	48.36
6 months to 31 days	5722	17.4
<to 1 month	729	2.23

Now if the student having a certain level of university study has made the decision to take an internship, he must choose the governorate of the company in which he will work. Once the agreement between the company and the trainee is established, the BNEC will intervene to monitor the progress of the internship: it is to determine the duration of the internship.

Table 6: "trainees' breakdown by length of training"

<i>Internship duration</i>	<i>effective</i>	<i>%</i>
2ans	94	0.28
entre 1 et 2ans	865	6.63
1année	9569	29.1
de 364j à 360	15901	48.36
6mois à 31j	5722	17.4
<à 1 mois	729	2.23

Source: BNEC 2005

What draws attention in this table is that the duration occupied by the largest mass of trainees is strictly less than 1 year. This reminds us of the principle with which entrepreneurs think: we must take advantage of the incentives given by the state, within the framework of active employment policies, for companies employing young graduates. Just before the end of the contract or also before the end of the first year, the poor graduate will be dismissed and replaced by another. This is an action that the majority of companies do to escape the registration of trainees at the CNSS.

Once the probationary period has been determined, the BNEC must identify the final situation, whether the trainee has been inserted, terminated his contract or has completed his probationary period without being inserted.

Table 7: trainees' breakdown by final situation

Situation	effective	%
fin de stage sans insertion	8146	24.77
fin de stage sans suivi	1963	5.97
inséré	13602	41.37
résilié	9134	27.78
aucune information	35	0.11

Source : BNEC 2005

If 41.37% of all registrants are inserted and therefore found stable jobs, there is still more than half of graduates still looking for a job, the majority of whom have terminated their contracts.

To better understand the success or failure of active employment policies, to find out which are the most disadvantaged specialties, to find the probabilities of having a job for each specialty of study in Tunisia, we have only to formalize our estimate.

1 .3 Estimation of the relationship between the probability of having a job and the individual characteristics of the students

In a first step we propose to see what are the variables that intervene to determine the judgment of the students' vis-à-vis their employment. Behind the question: "Do you think that you will have a job as soon as you graduate? Hiding several elements hitherto ignored.

To justify the importance of this question, we must say that it tells us about the probability, estimated by future job-seekers, of having a job after graduation.

The main point in our analysis is not to give a value of this probability, but to detect the determinants of this probability in the eyes of jobseekers.

In this respect, several questions must be asked: what will be the type of explanatory variables for this probability? Will they be identification variables only? Can we have an intervention of personal variables specific to each jobseeker? Is there room for variables that reflect job seekers' position relative to the labor market?

In what follows, we will prove that the probability of having a job depends on these three types of variables.

Table8: "Estimates results (dependent variable: probability of having a job)"

	Coefficient	z-Statistic	Prob.
AGE	0.004	0.087	0.930
SEXE	-0.140	2.789	0.005
FSEGT (D1)	-0.031	0.343	0.731
Fac de Droit D2	-0.028	0.363	0.716
Lettres D3	-0.422	2.899	0.003
Sciences D4	-0.359	1.145	0.251
Médecine D5	0.436	1.366	0.171
INSAT	-0.009	0.101	0.919
ENIT	0.731	1.642	0.100

DGT	1.394	5.720	0
DN	1.501	6.352	0
DC	1.564	6.615	0
DS	1.483	6.443	0
family setting			
Cohabitation	0.138	1.937	0.052
Father's diploma	0.014	0.444	0.656
Mother's diploma	0.064	2.454	0.014
Discussions with parents	0.046	0.763	0.445
Parents' income	0.064	1.209	0.226

<u>Position relative to the employability of the branch</u>			
Level	-0.003	0.095	0.923
Average level	0.131	2.075	0.038
Satisfaction V/V de la branche	0.195	3.712	0.000
To follow the doctorate	-0.030	0.585	0.558
Taking a work experience	-0.089	1.675	0.093

Source: our estimates (2005)

1.3.1 Taking into account identification variables

By identifying variables we designate the following variables: age, sex, faculty, and region. The variable sex is a variable dummy: it takes the value 0 for the male sex and 1 for the female sex, the variable faculty is also. Indeed, we have divided it into 7 subgroups with D1 to designate the Faculty of Economics of Tunis, D2 the Faculty of Law of Tunis, D3 the faculty of letters of Mannouba, D4 the Faculty of Sciences of Tunis, D5 the Faculty of Medicine of Tunis, D6 INSAT and D7 ENIT.

Similarly, the region of origin variable: North (DN), South (DS), Center (DC) and Grand - Tunis (DGT) we made the same reasoning as the faculty variable: each student will have the variable 1 for the region (or faculty) to which it belongs and 0 for the other regions (or faculties).

For the age variable, a coefficient of + 0.0044 means that, in our estimation, as age increase, the probability of having a job increases.

This observation can be interpreted as follows: in Tunisia, those who do not suffer from unemployment belong to the age group greater than 35 years. For the others, who are young and first-time job seekers, there are always difficulties of insertion. This finding can be

accepted because the older unemployed will have spent a greater period of prospecting, training, internships that can provide them with some professional experience which, as a result, will allow them to have a greater chance of becoming have a job.

The second component of the identification variables is sex: the coefficient for sex is - 0.140. This means that being a boy or a girl differs during recruitment. This reflects the spirit of the job providers but also the spirit of the education system.

To consider the behavior of the labor providers with regard to the employment of women, we find that there is a certain reticence and lack of appreciation of the woman's abilities. This behavior is very pronounced especially when the job in question requires a continuous presence or displacement.

Indeed, if we consider the matrix of correlations, we can see that sex has a positive relationship with D1, D2 and D7, for D3, D4, D5 and D6 the relation becomes negative.

Therefore: for the faculties of Economics, Law and ENIT, there is no difference between boy or girl to increase the probability of having a job, for other faculties, namely, the Faculty of Letters, Sciences, Medicine and INSAT, the relationship becomes negative and this is what makes the overall sign between sex and probability of having a job is negative.

Nous devons nous arrêter à ce stade pour dire que pour le sexe, il n'y a pas de distinction entre branches purement scientifiques et les autres branches. C'est pour dire, en d'autres termes, que pour le système éducatif, il n'y a pas de discrimination par sexe. Par exemple, il n'y a pas de dominance des étudiants de sexe masculin dans l'ENIT, l'INSAT, la faculté de médecine...et une dominance des filles dans les autres branches. Mais, ce qui est paradoxal, lorsqu'il est question d'embauche cette distinction sera mise en place et elle est figée dans l'esprit et les anticipations des étudiantes.

Ce pessimisme émanant des étudiantes n'est pas un pure hasard il vient d'un cumul d'informations acquises sur le comportement des offreurs d'emploi en Tunisie. De ce fait, nous venons de dégager le premier signe de défaillance entre le système éducatif et le marché du travail. Il se trouve que les offreurs d'emploi éprouvent toujours une certaine réticence à l'égard de l'emploi des femmes².

We have to stop at this stage to say that for sex, there is no distinction between purely scientific branches and other branches. This is to say, in other words, that for the education system, there is no discrimination by sex. For example, there is no dominance of male students in ENIT, INSAT, the Faculty of Medicine ... and a dominance of girls in the other branches. But, what is paradoxical, when it comes to hiring this distinction will be implemented and it is frozen in the minds and expectations of students.

This pessimism emanating from the students is not a pure chance it comes from an accumulation of information acquired on the behavior of the offerers of employment in Tunisia. As a result, we have just identified the first sign of failure between the education system and the labor market. It turns out that job-seekers still have some reluctance to employ women.

What we think and will confirm later that this is not a matter of specialty, but it is not also what the job offerers think, it is simply a problem that affects all the specialties without any exception because if the most employed graduates are doctors and engineers then we will say that the Tunisian labor market has become very developed to accept only these categories.

² It should be noted that this reluctance is recorded in some jobs and not all types of jobs. One example is jobs that require a woman's displacement or continued presence away from home, in which case job providers would prefer to hire a man to a woman, especially if the latter is married.

The reality is quite different: even engineers and doctors suffer from major insertion difficulties.

We recall that these are the expectations of students; students know in advance that they will have much more difficulty in integration than boys.

It should be noted that this reluctance is recorded in some jobs and not all types of jobs. One example might be jobs that require a woman's displacement or continued presence away from home, in which case the labor providers would prefer to hire a man to a woman, especially if she is married.

The fourth variable that composes the variables of identification in our sample is the region, it is designated by the region of north, south, center and Greater Tunis. For our estimation, we found that all the coefficients are positive and all are statistically significant, the coefficients are 1.394 for DGT with a t equal to 5.72, 1.501 for DN and a t equal to 6.352, 1.564 for DC and a t equal to 6.615, and a coefficient equal to 1.483 for DS and a t equal to 6.615. This tells us that the displacement problem is no longer posed for obtaining a job

For the northern region, the positive sign can be explained by two different reasons: the mentalities may not be completely open, especially for those from the north west, to accept to leave the parental home for work, or the chances of getting a job are so high that it is no longer worthwhile to travel to look for a job or to study.

We should also note that we did not consider age and level. For the first variable, all the interviewees belong to the same age group (20 to 25 years old) so we will necessarily have a selection bias. This is also the case for the level because almost all the respondents are in their fourth year or more so, again we will necessarily have a selection bias.

It should also be noted that the variables we have just interpreted have been the subject of much analysis in the majority of analyzes concerning the Tunisian labor market. But when it comes to taking into account what are called personal variables, these studies in the matter for the case of Tunisia become rare or nonexistent.

In what follows, we will show that in terms of the demand side of the job, the probability of having a job depends on several personal variables for each jobseeker. These variables characterize them, influence them and influence their choices.

1.3.2 Role of personal variables

First of all, we define by personal variables the following variables: cohabitation, father's and mother's diploma, parents' income, discussions with parents, level of students, level of means, intention to pursue the doctorate, satisfaction with the branch and finally the decision to take an internship.

We clearly see that these variables can be divided into two axes: this is the axis that concerns the family background of students and which includes: cohabitation, the diploma of father and mother, discussions with parents and the income of the family. The second axis includes the individual characteristics of the students, but which reflect their opinions concerning the relationship between the education system and the productive system. The variables that characterize this axis are: the level of the means, the intension to pursue a doctorate, the satisfaction with of the branch and finally the decision to follow an internship.

In what follows, we will start with the first axis which concerns the students' family environment, after which we will analyze the second axis.

1.3.2.1 Role of the family

According to our estimation we found that the variables that are statistically significant are: mother's cohabitation and diploma, both having a positive sign coefficient respectively equal to 0.138 and 0.064 which leads us to say, for the variable cohabitation, that the more the family is grouped and the greater the probability of having a job is important.

If we put this fact in the context of the labor market, we must say that this can not be true or convincing. Indeed, no job provider has required that the family must live together for one of these members to get a job. What is the logic behind this result?

The answer to this question will not be found if we look at the cohabitation variable as an observed or ordinary variable. If this is the case, we will find ourselves in a controversy, it will be like saying that the whole family must cohabit to increase the chances of employment. But if we look at the variable cohabitation as a latent variable, the reasoning will be radically changed.

Indeed, this variable affects and concerns only the psychology of the student. In what follows, we will understand and appreciate the role of this latent variable.

If we look at the correlation matrix, we can see that the relationship between the level of means and cohabitation is positive, but the average level and the probability of having a job have a positive relationship and this variable, the average level, is statistically significant.

So this approves our idea and even lets us say that cohabitation intervenes and acts positively on the probability of having a job. This variable, which acts on students' psychology, intervenes via the variable level of means.

Two other interesting variables concerning the mother's and father's diploma. What is remarkable is that we found the significant mother's degree with a positive sign while the father's diploma is not significant and has a negative sign.

Indeed, it does not make sense to say that the higher the mother's diploma, the more chance her sons will have to have a job and, therefore, it makes no sense to say that more the father's diploma is high and the probability of having a job for his sons is high. This is not logical for the one and only reason that concerns our survey because the majority of respondents have fathers who have a high school diploma and some have mastered it. For mothers, they are either out of secondary education or, for the majority, illiterate.

The only logic that explains the non-significance of the father's degree variable is that the majority of the fathers of our students surveyed have the same level and therefore there may have been a selection bias for this variable and also for the variable degree of the mother.

When we looked at our correlation matrix, we found that as both parents' degrees increase, so does the discussion with their children, but the income increases. This means, therefore, that the main task of Tunisian parents is prodigality without worrying about the ambitions and problems of their children's future.

According to our survey, fathers do not cohabit with their children and hence the high significance of the mother's diploma variable and the non-significance of the father's diploma variable.

In what follows, we are interested in identifying the variables that reflect the education system and the productive system and how they will interact to affect the probability of having a job.

1.3.2.2 The relationship between the education system and the productive system as anticipated by the students

This second axis covers level, average level, satisfaction with the branch and the decision to take an internship.

Regarding the level we found that there is no significance with a negative sign coefficient (-0.003507). By ignoring non-significance, we can say that the sign of the coefficient carries relevant interpretations. In Tunisia, the higher the level of qualifications, the lower the probability of having a job. This can be explained by the fact that job offers in Tunisia are no longer necessarily addressed to graduates.

A recent study by the World Bank confirmed that "since the supply of educated labor is changing faster than demand, unemployment among educated people is rising (...), during the

9th plan (1997). * 2001), the increase in the labor force that did not go beyond the primary cycle was lower than the overall one.

At the same time, employment growth, albeit weak, led to a fall in the unemployment rate. In contrast, the employment growth of the educated labor force (holders of secondary and tertiary education) has increased at a rapid pace. But the unemployment rate of these categories has risen rapidly as a result of the rapid increase in the active population of graduates. On the basis of data from employment surveys, among the youngest groups, unemployment increases with the level of education »

This phenomenon only serves to prevent the Tunisian labor market from having a mismatch of education to the needs of the labor market.

Indeed, "although the completion of the upper cycle of education increases the employability chances of the active population, general and technical qualifications do not guarantee a job. The increase in the unemployment rate of the educated population (secondary and post-secondary) can be explained, to a certain extent, by the weak links between the educational system which does not adapt the knowledge of the future working population to the needs of the market.

The public sector has a large share of the demand for educated workers. Without public sector job creation in the period 1997-2001, the unemployment rate of tertiary leavers would have been 15% compared to the current level of 11%. Given this importance, unsustainable in the long term, the growth of employment by categories educated during the 90s should not be held as a sign of sustainable adaptation of education to the labor market.

The same World Bank report states that "the gap between the qualifications demanded by employers and those offered by jobseekers is important.

Data from the Tunisian Employment Agency (ATE) provide information on supply and demand unmet for the years 1999-2001. Even though the number of jobseekers registered with the ATE is not really representative of the total population looking for a job, this information confirms that the nature of the job offer is far from being perfectly satisfied by the skills of the demand and make it possible to make a difference by sector and specialty between the supply and demand for jobs ".

According to the information on jobseeker graduates registered in the ETA (excluding agriculture), the unsatisfied supply is significant, which is a sign of discrepancy between the product of the education system and the needs of the productive system.

As far as specialties are concerned, it can be seen that the humanities and humanities sectors, which make up the largest proportion of university students, have more difficulty finding a job. Science, technical knowledge and other specialties are more and more in demand. Despite the slow absorptive capacity of the educated labor market, differences in the labor force by specialization imply a slow adjustment of the education system or vocational training to the requirements of the labor force. of the productive system.

If we go back to our estimation and more precisely the matrix of correlations, we find negative relations between the level and the desire to pursue up to the doctorate level, the satisfaction towards the branch and the decision to follow an internship. This brings us back to another justification of the gap between education and employment.

In the first place, if the relationship between the level and the desire to pursue a PhD is negative, this means that our students, as they go forward in their studies, they realize that they are only repeat programs or they are wasting their time and extra years in higher education knowing that there is no guarantee of having a better job.

Even when we interviewed the doctoral students, we realized that they are experiencing serious integration problems in the higher education sector, problems that almost all regret to have chosen a path like this.

On the other hand, there is a negative coefficient between the desire to continue to the doctorate and the probability of having a job. This justifies our reasoning.

This idea is also verified if we consider the relation between level and satisfaction with respect to the branch, we notice that it is negative. This means that the higher the level, the lower the satisfaction.

Indeed, satisfaction with the branch can only be in relation to the employability of the branch, the probability of having a job once having had the diploma.

Indeed, students only appreciate their branches when they know that they will give them the best conditions.

In our estimation we found that the relationship between satisfaction and probability of having a job is positive and the coefficient is significant. So this means that if students know they have low probabilities of having a job, they will never be satisfied with their industry.

It is therefore the case that students establish the relationship between the education system and the productive system. This report seems to suffer from several problems. Indeed, higher education suffers from a lack of innovations in higher education while the economy is undergoing major changes. The "letters" and "human sciences", which are among those where employment problems are likely to be the most acute, have fewer openings than others. The hard core of the higher education system, which is made up of large establishments, is still barely evolving in relation to the situation of the labor market.

In this regard, the World Bank report states that: "higher education institutions do not closely follow the signals of the labor market. In addition, only recently some structural links between educational institutions and the labor market have been introduced (participation of the chamber of commerce in the university council). Mainly because of the lack of incentives, these institutions do not see the need to adapt their services to the needs of the productive sector.

Secondly, the lack of flexibility in the qualification of teachers prevents the introduction of new specialties. Third, the personal interests of teachers make it difficult to reduce the size of traditional departments.

Fourth, the lack of participation by potential beneficiaries of new specialties, which are also more expensive, hampers their development. Additional resources are needed to increase capacity in the scientific and technical disciplines and to substitute literary branches for other disciplines that the market demands.

Finally, the large number of graduates in the literary and social sciences will remain an obstacle to the adaptation of the higher education system to the job prospects of the economy".

Moreover, "in addition to indications of the probabilities of success in studies, in their choice of institutions of study, at the time of access to higher education, students appear to take into account the needs of the labor market. employment, as described by the relative unemployment rates of graduates of the institution. However, many of the students' preferred pathways are inaccessible to them: the structure of reception capacities still bears the imprint of past economic conditions, or the constraints still do not sufficiently correspond with the new preferences of students".

As a result, our study shows that latent variables have a large impact on students' choices, but they also explain the underlying implicit causes of the inadequacy that characterizes the Tunisian labor market. It is no longer a question of speaking only of a mismatch between the supply and the demand of work but it is necessary to speak beforehand about the mismatch which exists between the choices of the students and the wishes and what happens concretely in the Tunisian labor market.

Students set their expectations according to the failures of the labor market. It is for this reason that we find them discouraged, dissatisfied with the future that their branches reserve

for them. Students are now very much convinced of the big flaw in the education system and the job market. But, what is paradoxical, while taking into account these elements, is that they can not reach a better situation.

At this level of analysis one wonders whether the new regime License, Master, Doctorate (LMD) will be the magic cure for all the concerns of graduates. The answer is unpredictable because this regime has just been inflicted in a very short time and may have even more negative repercussions. It remains to be asked when decision-makers will look to the concerns of students because it is the best solution to meet both supply and demand of work.

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