

Entrepreneurial Potential among Congolese Students of Social Sciences

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Abstract: Being potential entrepreneurs, students need to see their entrepreneurial potential grow. This is attained through a set of personal resources (knowledge, experiences, skills, relationships, aptitudes) that are useful for entrepreneurial action. Thus university is a full player in the success of young people in the entrepreneurial path. But entrepreneurship is a process that can be studied by linear sequences including that of upstream business creation or the entrepreneurial spirit. Understanding the correlations between education and this later was the main concern of this study. To achieve this, we have repositioned this problematic within a framework of the social dimensions of entrepreneurship model and that of planned behavior. The study on a survey control sample, particularly chosen in the social sciences, showed that desirability is a variable that is little influenced by the study branches. On the other hand, it is at the level of feasibility that the study paths have a significant impact on the entrepreneurial action. Finally, we put these results into perspective to understand the future behavior of the respondents. This feasibility variable is therefore an important factor in the choice of careers for students.

Keywords: Entrepreneurial potential; entrepreneurial spirit; entrepreneurship ; entrepreneurship ; entrepreneurial actions; business venture

INTRODUCTION

In some countries, strong growth in the labor force leads to what demographers call "demographic dividend", a mechanical decline in spending on the concerned population; this frees resources for economic development. However, according to specialists, Africa is a continent that has to bear the fastest growth in the labor force over the next 15 years. It is estimated that 60% of young Africans are unemployed and each year more than 10 million young people will enter the labor market [1].

In the Democratic Republic of Congo (DRC), these estimations become particularly striking, even alarming. Some documents place the unemployment thresholds up to 80% [2]. Thousands of young Congolese university graduates are hardly or not absorbed by the labor market. This means, in other words, despite a strong qualification one doesn't have enough opportunity to find a job in comparison to others.

The inability of the government and the private sector to meet the expectations of these graduates could also create political and social instability in the country. For a growing number of political actors [3], the promotion of entrepreneurship by young people themselves seems to be a solution to increase the number of jobs needed and thus fight unemployment by

reducing it in order to benefit from this demographic dividend.

These social requests also emanate from professors, students and other social bodies. Among the professors, there is Masaki [4] who lambasted the policy of rationing employment and that of the sharing working time; these are only precarious solutions. Professor Bongeli [5], on the other hand, weighed on this fundamental debate with an equally evocative title: *L'Education en République Démocratique du Congo, fabrique de cerveaux inutiles ?* [Is Congolese teaching, a factory of useless brains?] Students on the other hand, often ask themselves what their fate will be after studying in a country where job opportunities have become a scarce commodity.

Sociology, especially the sociology of work, by its tradition, is described as listening to social requests. Thus this project which shaped the contours of these social requests in a scientific research sought to find ways and means to bring an answer to this social entrepreneurial demand. This one, although clearly focused on the apology of entrepreneurship, is, nevertheless, a vast field in which entrepreneurial spirit is only one of the constituting elements that attracts our interest because "it constitutes a basis from which an intention to set up a business venture may arise" [6]. Students who are potential business ventures creators

need to see their entrepreneurial potential grow. This growth can translate as a set of personal resources (knowledge, experience, skills, relationships, aptitudes) that are useful for entrepreneurial action [7].

It is therefore understandable that education is one of the assets to be promoted among the factors determining the success of young people in the entrepreneurial path [8]. To do this, Congolese education systems, particularly in its higher and university aspects, face an immense challenge in stimulating and transmitting entrepreneurial capacities through the curricula of students.

To understand the demands to be faced for such a challenge was the main concern of this study. This means describing and explaining, in the context of entrepreneurial education and university training, the crucial phase of the upstream entrepreneurial process. In other words, we are studying the link between entrepreneurial spirit and the study branches of Congolese students, particularly those of the social sciences. We are thus seeking a teaching which through its training programs can transmit to the student the knowhow to be his own boss tomorrow.

After this contextualization of the problematic, we will try to place it both within a framework of the model of the social dimensions of entrepreneurship and that of the planned behavior of I. Ajzen [8]. Then, we will present the methodological approach that guided the present research before unveiling the results in the

light of these paradigms, while relying on the chi-square technique in the processing of data to discover the possible correlation between the branches of study and the entrepreneurial spirit. We will finally conclude this work by putting into perspective the results obtained.

EXPLANATORY THEORIES

Planned Behavior Theory

In his interaction with the societal [9] milieu, the individual is not inactive, he is an actor, and seems to have the capacity to regulate some events himself. However, for several types of actions, the rational self-regulation of intentional processes seems difficult if not impossible.

The theory of reasoned action (TRA) is based on the fact that most human behaviors are rational, that is, totally under the control of the person. Individuals take environmental information into account, say Fishbein and Ajzen [10], and they always have a minimum of information that allows them to have a clear idea of whether or not a given behavior is being carried out. Thus, the theory of rational action (TRA) has been widened, giving rise to Ajzen's theory of planned behavior (TPB), whose conceptual bases remain the same but go beyond the total and reasoned control of individual behavior.

The operational definition of the TPB variables is as follows:

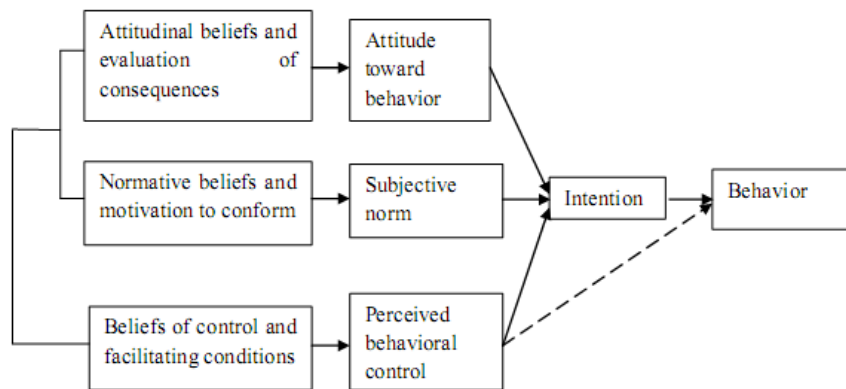


Fig-1: Schematic illustration of TRA and TPB

Source : adapted from Ajzen, I. (1991), 182.

Legend:

- The arrows of straight lines express the theoretical relations postulated between the variables,
- The dashed arrow indicates the effect of the perception of control on the skills when this control is not volitive,
- Attitudes towards behavior as well as subjective norms are part of the model of the theory of reasoned action,
- This model of reasoned action is enriched by the perceived control to arrive at the model of the theory of the planned behavior.

In the context of the theories of reasoned action and planned behavior, behavior is defined as the result of several actions and factors influencing these

results. It can be compared, in the sense of Guy Rocher, to the term of action, i.e., any human conduct, individual or collective, conscious or unconscious. In

their broadest sense, human action and behavior, including both externally observable behaviors and thoughts, feelings, aspirations, desires, and so on [11].

The intention, as an immediate determinant of entrepreneurial behavior, acts as a mediator for all the variables of the theory. Fishbein and Ajzen postulate that the intention to adopt behavior is a direct result of a systematic analysis of two types of information: the attitudinal dimension (ATT). The ATT can be defined as a general feeling favorable or unfavorable to the behavior, and the subjective norm (SN), which is a specific behavioral prescription attributed to a general social agent or, in concrete terms, one's perception of what people important to him think about his adopting or not a particular behavior [12].

The definitions which follow corroborate and confirm the first remarks on these concepts. The French dictionary *Little Robert* defines attitude as "... a set of judgments and tendencies that drives a behavior". In psychology, for M. Grozier and E. Friedberg, attitude constitutes "the bridge between the observable behaviors of individuals and the non-observable structure of values that directs them" [13]. Attitudes depend on the likely outcomes the individual expects from the behavior to adopt.

As for the subjective norm, J. Vallerand relates it to the concept of social influence which specifies the effect of the presence of others and their behaviors as a source of influence on our own behavior. For the author, norms are generalized expectations concerning the behavior adopted during a process of socialization. They are rules of conduct dictated by society. These are models of social approval or disapproval [14].

Revisiting the theory of reasoned action, Ajzen retains the attitudinal and normative variables and adds a third variable, the perception of control over behavior (PCB), which he defines as "a person's belief about resources and opportunities if he tries to achieve a given behavior" [15].

Intention, attitude, subjective norm and control perception are variables involved in predicting behavior; they are distinct from attitudinal, normative and control beliefs that are indirect measures. Knowing that intention is an intermediate variable, its three antecedents find their source especially in beliefs.

Thus, the effects of attitude, subjective norm and perception of control on behavior are determined by attitudinal, normative and control beliefs. To the beliefs about an object, are associated the characteristics, qualities and attributes of it. A positive attitude towards an object is associated with positive beliefs, and vice versa. The subjective norm will be positive for the

individual if the beliefs of the near environment on a given behavior are positive. Similarly, for the perception of control, it will be positive if the various events that can intervene are not seen as constraints preventing this behavior.

Model of formation of entrepreneurial event

We can see similarities between Ajzen's model and the entrepreneurial event of Shapero and Sokol. Indeed, the model of Shapero and Sokol [16], also called model of the social dimensions of entrepreneurship, approaches the entrepreneurial event as a professional path. For these two authors, the initiation of business venture creation is characterized by the emergence of contextual factors that contribute to precipitate the entrepreneurial decision in the trajectory of the life of the potential entrepreneur.

These events have been grouped into three sets of factors:

- Negative displacement: divorce, dismissal, emigration, dissatisfaction at work, etc. ;
- Positive pull: family, consumer, etc.
- Intermediate situations, exit from the army, school, prison.

However, at the interface between these three sets of explanatory variables of the model and the variable to be explained, the authors identify two groups of intermediate variables: perceptions of desirability and perceptions of feasibility that are the product of the cultural and social and economic environment. In other words, in order for the entrepreneurial decision to be made, it must be perceived by the potential entrepreneur as desirable and feasible. Desirability is to be compared with attitude (personal element) and subjective norm (social element). The perceived feasibility refers to the concept of perceived control of the Ajzen model.

Indeed, for them, "the social and cultural factors that intervene in the formation of the entrepreneurial event are manifested through the system of values of the individual. The more a social system gives value to innovation, risk-taking, autonomy, the stronger will be the perceptions of desirability, and the more businesses ventures will be created" [17]. The system of values is built by the influence of the family, especially the parents who play the most important role in the formation of desirability. They also argue that "past experiences, failures in entrepreneurial adventures are factors that reinforce perceptions of desirability" [18].

Feasibility, on the other hand, is built on perceptions of support variables and aids of different kinds. According to A. Shapero and L. Sokol, the

availability of financial resources directly influences the propensity to undertake [19].

In the end, according to these two models, entrepreneurship will have to be perceived by students as a career choice not only desirable but also feasible. While entrepreneurial attitudes and skills are essential to the feasibility of students' business projects, they remain ineffective if at the same time the students perceive insurmountable obstacles that complicate them and thus make them undesirable. Feasibility requires perceptions that barriers can be overcome and resources are available.

To summarize this section, the spirit of venturing in business is an entrepreneurial component that is situated before the start-up phase. By choosing as a backdrop to the problematic of the spirit of undertaking the model of the formation of the entrepreneurial event of A. Shapero and L. Sokol and by approaching it in the light of the theory of planned behavior (a variant of the theory of reasoned action), we arrive at the conclusion that to understand the entrepreneurial spirit that underlies the behavior of creating business ventures, it is essential to describe and analyze the attitudes associated to this behavior, the subjective norms and perceptions of entrepreneurial control. It is precisely a question of describing the actions that students take to effect their intentions or desires (attitudinal variables), the motivations and social influences that animate them (variables of subjective norm) and the perceptions of their aptitudes and resources in terms of the feasibility of their ideas or business plans (perceptual variables). Thus, checking the teaching / training programs followed by the students, one can understand their need to succeed through these theoretical models:

- The perception by the students of the value of creating a business venture, i.e., their motivation to undertake a business creation activity;
- The perception of the competence of students to create a business, i.e., their capacity to carry out a business creation activity;
- The perception of the "controllability" of the creation of a business venture by the students, i.e., the control of students on the course of a business activity creation.

METHODOLOGICAL APPROACH AND PRESENTATION OF RESULTS

Methodological approach

The general objective of this research is to study the perceptions of students about the supply of lessons that can stimulate their entrepreneurial spirit. This approach can only be validated if field research reaches a large part of the population concerned. Especially because the representations that individuals

make of social reality contribute to its understanding and explanation.

Consequently, the students' opinions about their dispositions concerning entrepreneurship must be presented in order to analyze and interpret them using the theoretical tools available.

On the survey world and samples

The survey world consists essentially of two types of populations: the target population, which is a control group, and the reference population taken as a comparator.

A. The target or control population

The population from which the target sample is drawn is made up of a set of graduating students from the social sciences branches of the University of Kinshasa [20]. The people composing it are a few months or even weeks away from their graduation. This motivated this choice because they are in the situation that suggests that their perception of career is stronger and allows them to develop and reinforce the entrepreneurial potential, their entrepreneurial spirit.

Based on the similarities between these quasi-homogeneous groups, samples were drawn from their polling ballots. They were constituted through the technique of random survey with a simple random draw suffering no putting back, their size was calculated using Taro Yamane's [21] confidence interval sampling technique with an admitted error risk of less than 5%.

Thus, the samples are 41 students of sociology-anthropology, 120 students of political and administrative sciences and 171 students of international relations.

B. The reference (control) population

The adoption of the comparative approach leads us to refer to another population, an external one, that of students of economics and management, as well as those of business management and work organization. The aim of the comparative strategy is to compare two contexts with some similarities for the identification of possible differences and to explain them. Being in search of a comparative homogeneity, the distinctive criterion in relation to the target population is the fact that it comes from the courses having the most courses of an entrepreneurial nature.

The sample from this population is referred to as a convenience sample because all individuals who meet the precise definition of the population studied to create a homogeneous sample based on key criteria were selected [22]. To better search for a contingency within each of two similar social universes, the sample

size was determined using the same confidence interval technique (308 students).

The questionnaire

According to Wacheux, studies show that individuals apprehend meaning rather in the ordinal than in the metric [23]. As an instrument for measuring research objectives, the questionnaire was developed in accordance with Churchill's classic methodology for the development of a questionnaire [24]. The type of response modality spans a continuum ranging from "strongly agree" to "strongly disagree", from "very strong" to "very low", sometimes "very likely" to "very unlikely" or "very easy" to "very difficult".

As to the number of steps in the scale or degrees proposed, i.e., the number of possibilities given to the surveyed to answer, there are four modalities. This technique, says Roussel, allows the respondent to situate himself in relation to an assertion rather than to be questioned frontally in relation to his personal choices [25].

The questionnaire as a whole includes some questions that have been numbered by theme to try to mitigate the effect of large quantity that could possibly discourage respondents. The most important themes are the perception of desirability, the perception of feasibility and the choice of careers of the respondents.

Data processing

Qualitative and quantitative data are only indications in the expectation of causal, theoretical or symbolic inferences [26]. The results of the survey will be processed using the statistical chi-square procedure insofar as it is the test which consists of highlighting the link between the opinion of the respondents and the study branch. When the opinion of students differ significantly from their study branch, Cramer's (C) contingency coefficient will be calculated to judge the degree or magnitude of this dependence.

The tests will only take into account the main independent variables whose answers, initially in four points, will be grouped only in two, exceptionally in three modalities: positive and negative or with neutral.

Presentation of the results

Desirability Factors

The desirability factors of the business creation project are positive professional attitudes of the students studied, i.e., their motivations in setting up a business venture. They may have a personal or social nature.

1-Personal items

A. Security of employment

The high rates of job security actually expressed, 85% for students of sociology and anthropology as for those of political science and 83% for students of international relations, making an average rate of 84% for all social sciences, reinforce the tendency to admit the fear of actors to be deprived of their jobs. This average rate is close to that expressed by the reference population, i.e., 89%.

B. Being autonomous

Professional autonomy also means "being one's own employer". The desire expressed by the majority of respondents to be their own boss sufficiently shows that this important factor counts among others in the entrepreneurial intention. Indeed, the opinion expressed on this variable is high or even very high, on average 79% of rates expressed in the social sciences compared with 89% for the other comparators.

C. Ability to hire family members

In general, the intention to create a business venture for the purpose of hiring relatives is often relativized. Even if some do not resist the idea of putting their loved ones closer to them, it must be noted that in the social sciences, 62% of respondents fall in this register against 57% among the comparators.

D. Taking responsibility

Taking responsibility is also one of the important factors of entrepreneurial intentionality. A large majority of students in the social sciences, 81%, feel that taking responsibility is crucial. Similarly for students who are in the comparator category, this factor is highly valued by 69% of respondents.

E. Means of seeking free time

Whatever be the methods of participation of the workers in the enterprise being developed, they will often, if not always, have as limit the conditional participation resulting from their conditions of employment. Indeed, the worker is paid according to the time he spends in the enterprise, for his subordination to it. To resist this system, the search for free time expressed in the entrepreneurial intention of the surveyed of social science as well as those of the reference sciences, that is 63% on average, can be understood through this reading grid.

F. Money gain

In the capitalist system, it is the wage that defines the social relations of labor. It is the leitmotif. The majority of respondents found business creation a way to earn money, 86% of social science students showed such interest. Even among minorities who do not prioritize it, no split is observed.

G. Self-realization

The highest motivation rate in respondents' self-realization argument as motivation for starting a business venture is expressed by students of political and administrative sciences, 67% of intentions expressed as opposed to 64% and 65% of the respective students of international relations and sociology-anthropology. The average rate expressed in the social sciences is 65% compared with 63% expressed by the reference population.

H. Quest for Power

The quest for power is no less valued than other factors of motivation in the creation of business venture. Only a minority of 15% and 11% respectively of students of sociology-anthropology for the first indication, the students of political science as well as those of international relations for the second indication are less concerned with this choice. This was not enough for the shift in the quest for power in the social sciences.

I. Meeting a Challenge

In entrepreneurship, the challenge is often raised in innovation. Many respondents are obstinate to make changes through the business venture they set up. Thus, the lowest peaks are found, according to the results obtained, with students of sociology-anthropology and international relations, respectively 4% and 5%, and 8% for those of political science.

J. Serving the community

The community is also an important factor in the intention of creating a business venture. Indeed, the entrepreneurial intention of the respondents to serve their community has never fallen below 90% whether sociology-anthropology, political and administrative sciences or international relations. This trend continued with virtually the same magnitude among comparators.

2-Social Elements

1. Contractor Model

A. Presence of entrepreneur to imitate

The breakdown of the rates of responses of those with an entrepreneurial model is unanimous for all students in all branches of study. Each respondent has at least one entrepreneur whom he considers and takes as a model, good to imitate.

B. Type of relationship with the model

Very few respondents have a role model in their own environment. In general, the majority of students, 69%, value entrepreneurs with whom they have no special relationship and which they have discovered through the media or other information channels.

2. Supply challenges

The arguments put forward by the students surveyed about the difficulties related to the supply diverge according to the belonging to the different courses of study. Thus, the arguments most advanced by students of the social sciences are pessimistic while those of students from the reference population are rather optimistic. These majority opinions are almost diametrically opposed, 81% against 80%.

It is clearly at the internal level of the social sciences that the most consensual points of view are observed, although at the same time the political and administrative sciences differ slightly from this general point of view.

3. Administrative harassment as barriers to business

It is not surprising that no type of branch of study significantly takes precedence over others on administrative harassment as an obstacle to business in the DRC. However, the perception of students on this question shows that it is in sociology-anthropology that the opinions of the less pessimistic students are found with 90% adverse opinions, followed by political and administrative sciences, 93% and finally international relations, 94%.

The pessimism displayed by students of the social sciences on administrative red tape as an obstacle to business in the DRC is also shared by those of the reference sciences. It is practically the same in both cases, i.e., 93% in the social sciences compared with 96%.

4. Difficulties to raise nearby funds

Beyond the difficulties related to supplies, the analysis that marks gathering nearby funds is also proposed. The opinions of respondents are mixed on this issue. Overall, the relatively minority arguments of optimistic students in the social sciences are only 4% higher than those of the reference sciences, i.e., 44% against 40%.

5. Difficulties to obtain bank financing

Whatever be the branch of study, a large proportion of students believe that it is not easy to obtain bank financing in the DRC. This opinion is shared by 73% of respondents in the social sciences compared to 65% of students in the reference sciences.

All the chi-squares calculated in relation to these categories (desirability factors) showed that the opinions of the students were not influenced by the fluctuation of the sampling. When they were, the extent of dependency was very marginal.

Feasibility factors perceived by students

The feasibility of business creation refers here to the opportunities or resources available to realize and reach an objective.

1-Identification of opportunity

The social utility of a training course is an important factor facilitating the identification of opportunities for business creation. Seeking to understand the opportunities offered by certain branches of studies in the eyes of the students who are part of them, it is clear that in sociology-anthropology, political and administrative sciences as well as in international relations, the identification of opportunities is generally inversely proportional to that of the students of the reference sciences. In the social sciences this faculty for the large proportion is low or even very low, i.e., 68%, whereas it is only 17% among the reference students for the same scale at the same observation points.

This means that these latter have an ability to identify opportunities above average expressed by 83% of respondents.

2-Monitoring the start-up situation

The control of the parameters of creation of business venture is rendered by the results that follow. It appears that the majority of social science students, 82%, have no control or little control over the start-up situation, compared with only 10% of other studies compared.

3-Perceived ability to gather information from future competitors

By examining the change in opinion rates on the ability of students to collect information from future competitors in terms of sampling fluctuation, there is virtually an equal distribution of these rates in each social science branch of study. Nevertheless, students of political and administrative sciences come in first place with 38% optimistic opinions, those of sociology-anthropology in second place with 35% and students of international relations in third position with 22% of non-pessimistic opinions. This tendency is reversed squarely when it comes to the opinions of the students of courses in comparison.

4-Perceived ability to gather information from future clients

Regarding the variation in the distribution rates of opinions on the ability of students to gather information from clients, it follows the same trend as for the ability to gather information from competitors. However, the order of minorities' optimistic opinions was reversed starting with international relations first with 47%, sociology-anthropology second with 39% the same share with political and administrative sciences which also have 39% of opinion.

5-Capacity of human resources management

Human resources seem to be the most controlled factor in the social sciences, particularly in political and administrative sciences, as the results below show. A large proportion of the respondents in this department expressed an optimistic opinion on this issue, i.e., 67%, roughly equal to that of the students in the reference sciences, 72%. However, students of sociology-anthropology and those of international relations do not feel as well equipped as the others surveyed because the majority expressed a pessimistic opinion, namely 75% and 80% respectively.

6-Difficulties in formalizing a business creation project

Taken individually, sector of training by sector of training, at the level of social sciences only the students of political and administrative sciences, the majority of them, 70%, consider that they have a capacity to formalize a business creation project. The large proportion of the other branch of training expressed a pessimistic opinion, in this case the students of sociology-anthropology, 65% and those of international relations, 81%. As a result, on the whole, the reference students have a positive opinion rather than their colleagues in the social sciences, 86% versus 39%.

7-Failure due to lack of business training

Seeking to understand the surveyed perceptions of possible failures due to the lack of training in business, it emerges that the probability of such a contingency is confirmed by the majority of social science students surveyed, i.e., 84% against 11% only in comparison. At the same time the opinions are completely reversed for those who refuted this possibility, 16% against 89%.

8-Insufficient training in business management

About the proportions of inadequate training in management of business ventures expressed, it should be noted that the majority of students in the social sciences consider that it may be a possible cause of post-creation enterprise failure. 80% expressed this opinion against only 4% in the reference sciences. On the other hand, those who refute such an opinion are very much in the minority in the social sciences than in the reference sciences, i.e., 14% against 96%.

9-The company's perception of success

As for the distribution of rates of the perception of company's success in reference to the training received, students of the social sciences have expressed a very pessimistic opinion. The majority believe that if they start a business venture, their chances of survival would be low or very low at 82%. Yet, on the contrary, only 4% of students from other comparators have this opinion.

It is clear from these results that the types of branches of study are beginning to have a significant impact on students' perceived ability to perform the proposed tasks because the calculated chi-squares have remained higher than the tabular chi-square. The factors relating to this feasibility axis indicate that the students will be able to solve the technical problems that will arise and will make them forever very confident in the implementation of a planned strategy adequate to face a situation to come in order to achieve the desired results.

Career choice

1-Aspiration to Entrepreneurial Career

The aspiration to the career of creation of business venture would certainly be guided by the chance that the respondents give themselves to succeed in this way taking into account the technical tools that they have. Regardless of their social science training, most students are less willing to follow the entrepreneurial path. However, students in international relations are the most reluctant to start a business, 81%.

On the contrary, it is not surprising that students who are technically better equipped by the training received are mostly ambitious for starting a business. They are 75% and belong to economics, management sciences, business management and work organization.

2-Aspiration to the salary career

In reality, the question dealt with here remains the same as that previously examined above, but asked in different terms. Thus, compared with this variable, even if minor differences appear, the tendency structure is rather essentially well preserved, which augurs a confirmatory character of the first data collected.

The breakdown of the response rates of students from the social sciences who tended to aspire to a salary career had a majority average rate in all departments of that faculty. However, the strongest aspiration of this perspective comes from students of international relations with a rate of 83%. Those of sociology-anthropology and political and administrative sciences are respectively 66% and 65% to want to follow the wage path.

3-Choice between entrepreneur and employee

Here, too, the insistence on this question is not fortuitous. It pursues the same objective as explained above, that of seeing the possible change of attitude of the respondents in the choice of career that is offered to them.

However, students in the social sciences are less inclined to the objective of starting a business, 19%, than those in the reference sciences, 62% are more hesitant or undecided, 15% compared with 13%.

On the other hand, when it comes to pronouncing on the prospect of a salary career, they are most inclined to this option, 42% against 13% and the most hesitant also, 24% against 12%.

CONCLUSION AND DISCUSSION OF RESULTS

At the end of the analysis of the data collected in the field, it appeared that there was inadequacy or inconsistency between the curricula of courses in the social sciences and the development of entrepreneurial spirit. The study branches have a differentiated impact on the nature of entrepreneurial beliefs, less significant in the social sciences than in the economics, management and organization of work.

The structuring factors of entrepreneurial spirit show how it is constituted and indicate the factors that determine it. Thus, the entrepreneurial spirit is built around the perceptions of desirability (perception attitudinal and normative), feasibility (perception of control) and professional career choices that can bring or, on the contrary, distance students from entrepreneurship. These career choices reinforce the respondents' conviction of the difficulties or facilities they have in setting up a business venture. They have been consistent with the perceived abilities of the students interviewed, avoiding taking a path that they do not control or, on the contrary, engaging in it when they feel capable of confronting it.

These results show that economic capital, social capital or cultural capital, are factors that determine the occupational trajectory of individuals.

But despite the difference in course curriculum, the intensity of correlation between opinion and sampling fluctuation never exceeded the 62% threshold. In other words, this dependence has rather remained moderate if we keep to the scale of interpretation of the following correlations:

- C or r less than 20 = very low correlation (negligible)
- C or r between 20 and 39 = low correlation
- C or r between 40 and 69 = moderate correlation (mean)
- C or r between 70 and 89 = high correlation
- C or r between 90 and 100 = very high correlation [27].

Such is the context and especially the psycho-sociological anchorage explaining the inadequacy between curricula and the entrepreneurial spirit or the low impact of the programs on the entrepreneurial spirit among young Congolese graduates of the social sciences.

Thus, in order to have a significant impact on the entrepreneurial spirit of social science students, this

inadequacy should benefited from an absorption in curriculum adjustments and these are to be based on the complementary growth of entrepreneurship. This is the wish expressed by the group of students submitted to this survey in the social sciences. For them, it is necessary to establish an entrepreneurial program in all the branches of study of Congolese universities while organizing support programs of extra-academic kind of incubator of business venture to better make the students determined to the entrepreneurship.

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