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Vocational guidance practices between the trends of official discourse and the potential of reality in Algeria.

A field study in vocational training institutions for a sample of eastern states

ممارسات التوجيه المهني بين توجهات الخطاب الرسمي وإمكانات الواقع في الجزائر
دراسة ميدانية بمؤسسات التكوين المهني لعينة من ولايات الشرق

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Abstract:

The article investigates the development of vocational guidance practices and the extent to which they respond to the needs of Algerian society based on the determinants formulated by the official discourse of the role of the vocational guidance, evaluation and integration counsellor based on his representations of this role, all these perceptions were projected on a sample of 55 guidance, evaluation and integration counsellors distributed in vocational training institutions from centres and institutes in the states of Annaba, Taref, Guelma, Souk-Ahras and the results were: Field practice of the role of the guidance counsellor at the stages of information, selection and guidance, but it remains insufficient due to the difficulties he faces at the level of the training institution and outside it, to reduce his role at the stage of following up young trainees during the course of their professional development due to the absence of psych-pedagogical practice, which prevents the proper selection of professions and building professional projects that facilitate integration into the labour market.

Keywords: vocational guidance, vocational project, vocational integration, evaluation and integration consultant, trainees.

المخلص:

يبحث المقال في مسألة تطور ممارسات التوجيه المهني ومدى استجابتها لاحتياجات المجتمع الجزائري انطلاقا من المحددات التي صاغها الخطاب الرسمي لدور مستشار التوجيه والتقييم والاندماج المهنيين بناء على تمثلاته لهذا الدور، كل هذه التصورات تم اسقاطها على عينة قوامها 55 مستشار توجيه وتقييم وادماج مهنيين موزعين على مؤسسات التكوين المهني من مراكز ومعاهد للولايات عنابة، الطارف، قالمة، سوق أهراس وكانت النتائج: ممارسة ميدانية لدور مستشار التوجيه بمرحلي الاعلام والانتقاء والتوجيه، لكنها تبقى غير كافية نظرا للصعوبات التي يواجهها على مستوى مؤسسة التكوين وخارجها ليتراجع دوره في مرحلة متابعة المتربين الشباب خلال مسار تنشئتهم المهنية لغياب الممارسة السيكيوبيداغوجية ما يحول والاختيار السليم للمهن وبناء المشاريع المهنية التي تسهل الاندماج في سوق الشغل.

الكلمات المفتاحية: التوجيه المهني، المشروع المهني، الاندماج المهني، مستشار التوجيه والتقييم والاندماج المهنيين، المتدرب.

1. INTRODUCTION

Western societies have witnessed the development of vocational guidance practices, due to the dynamism of human knowledge and the expansion of its branches and the importance of vocational activity and its centrality not only in building a professional identity but also achieving social inclusion; In an era characterized by this continuous movement in the system of professions, which has come to impose many pressures on work qualifications, which is generally due to the gap that

continues to increase between the reality of work and what is taught in training institutions, and the limited perceptions that may lead to immature and inadequate decisions that do not respect the freedom of the individual to determine his professional destiny and do not take into account his inclinations and abilities on the one hand, and on the other hand the absence of methodology for searching for information and methods of using it at the level of (Hutto, 2009, p. 12) From there, all ¹training the theories describing guidance practices

that were prevalent began to be questioned because any particular guidance error may in fact be more costly than a technical error, as the latter can be eliminated more quickly, while the rehabilitation and training of individuals needs many years where appropriate guidance imposes itself urgently (Naville, 1985, p. 275)², which raised many questions about : What is the quality of the individual practicing the profession of counselling in guidance? What is the quality of the active individual that results from the practice of the profession of counselling in guidance? Has guidance contributed to reducing social disparities or has it worked to perpetuate mechanisms that produce and reproduce the social division of labour? For this reason, a new concept was developed, an approach that was not accidental, but was imposed by the development that occurred in the field of literature and applied studies in the field of vocational guidance and the change in the tasks assigned to the specialist.

Many of them have allowed resetting the basic concepts related to vocational choice and have come to view it not as an immediate decision that can be taken but as a process that extends over time by accompanying the individual, following him and facilitating his professional and personal growth based on his abilities to formulate his vocational choice within a vocational project. In this context, the individual becomes an active and effective source of information according to his need, which is carried out "within the framework of deliberate pedagogical and psychological activities that create conditions and factors that help to formulate choices within the framework of educational, professional and even future projects, (Bousina, 2009, pp. 7-26)³, As "**Joument**" and others emphasize, "the aim of this method is to move the act of

career guidance from a transient event to a dynamic process by integrating the knowledge of performance (*savoir faire*) and behavioural knowledge (*savoir être*), thereby reconciling his desires with the requirements of reality. It is more or less an education of choice in the language of both educational sociology and educational psychology" (Bousina B. , 1998, p. 9)⁴; These data, when projected onto our general reality, fall within a national social context that has its own characteristics that distinguish it from the Western framework of industrialized societies. The emergence of vocational training in general and vocational guidance in particular in our country has been particularly prominent under a planned and centralized development pattern dominated by the public sector and financed by the state, Through the policies and decisions taken by the authorities after independence under the name of the welfare state, which we can see when we examine and read the conceptual fields of the reform texts governing the process of vocational guidance in Algeria, we find that the issue of guidance has been employed according to the rule that every individual who is guided results in the responsibility of employability. In this regard, the state has made a high and significant effort, as reflected in the statistics for the years 1998, 2012, 2016, the growth in reception structures was respectively 452, 860, 975, 8594, 15788, 18216 and the growth in trainees 146844; 103828 apprenticeships; 200813 ; 242667 apprenticeships ; 1999388 ; 343523 apprenticeships (ONS, (2012, 2016, 1998) Issue No.: 48, 45, 31)⁵, On the other hand, these efforts are hampered by obstacles that have become a source of concern according to specialists in the sector, the most important of which is the growing

phenomenon of human bleeding that escalates at a regular pace every year under the name of withdrawal from training or the phenomenon of vocational dropout (Training, 2020)⁶ , In addition to the repercussions of the crisis that hit Algerian society, especially after the collapse of oil prices in 1986, which left no doubt to Algerian economic and social experts that the failure of the development project is related to the inability to launch a knowledge dynamics that works to achieve the qualitative leap towards the modernization of society and the state, which is mainly due to the absence of a real policy of guidance and follow-up that creates a professional movement within society by reorganizing individuals into new professional categories more flexible and consistent with changing societal needs.

The bankruptcy of the guided economy and the collapse of the lifestyle associated with it led to the dominance of liberal logic and the emergence of values and sayings that govern the mind, such as the spirit of initiative, performance, efficiency, excellence and the responsibility of each individual in carving his personal project, in short, the rationalization of the social life of individuals (Bosina, School and vocational guidance, the theoretical background of the project concept or some field data, 1998, p. 175)⁷ All these indicators made it important to ask questions about the feasibility of the financial support given by the state to the sector as a whole, while there are modes of operation of this system, especially vocational guidance, that require reconsideration, considering that the roles of guidance counsellors are not an easy matter and they must have the necessary mechanisms to carry out the tasks of guidance, follow-up and evaluation of the

young people formed, Guidance in this sense, as we have shown, is a process within a broader process that does not only depend on enrolling young people and distributing them to specific disciplines, but more than that, it includes the guidance and maturation of the individual, which takes on a psychological character that extends over a lifetime. This proposal intersects with the Durkheimian tradition, which makes upbringing and education a tool to create an internal situation that directs the individual in a specific direction throughout his life (Durkhiem, 1922)⁸

From this point of view, we will try in our study as sociologists to uncover what distinguishes the general policy of guidance in our country and its relations with the production of professional structures in line with its reality by analyzing the situation of individuals practicing the profession of guidance counselling and their representations of their roles drawn by the state as the main actor in the field of guidance by answering the following questions: **Are information and communication activities determinants of the initial career decision of young people?**

1- Are information and communication activities considered determinants of the initial vocational decision of young people?

2- Do the guidance and selection processes in their current form help young people to make the right vocational choice?

3- Does the process of following up young trainees during their professional development in training institutions play a role in building their projects and integrating them into the labour market?

2.OBJECTIVES OF THE STUDY:

*Scientific Objectives :

The researcher's desire to specialize in the field of sociology of professions and open new horizons for research by discussing the issue of vocational guidance, which did not come out of a vacuum despite being addressed by researchers and those interested in this field, but we find that it has not received its share of research and study due to the following indicators that have characterized the Algerian reality: -The pattern of the contradictory relationship between the available human resources and the issue of work over decades since independence:

- ✓ The pattern of the contradictory relationship between the available human resources and the issue of labour over the decades since independence. This raises an urgent question about the source of the problem in this imbalance at the level of the guidance pattern, while it should have been integrated, which confirms the lack of a clear vision at the macro level.
- ✓ It is academically recognized that a good mentoring policy reduces the possibility of confusion within society during periods of transition, as each stage of transition destabilizes the forms of work and the laws governing it, and then changing the act of work becomes necessary for conformity.
- ✓ The most vital and sensitive group in society is the one targeted by mentoring practices, especially in light of the growing phenomenon of withdrawal from vocational training, they need more than ever to face the challenges: drugs, crime, clandestine migration ... which has become a cause for concern.

*Practical Objectives:

- ✓ Through this research, we sought to uncover what characterizes the category of vocational guidance counsellors in our country based on the definition of their current conditions and their representations of their roles as social actors within vocational training institutions as well as at the level of the general social fabric.
- ✓ To identify the obstacles that prevent the guidance counsellor from performing his/her tasks effectively.
- ✓ To know the effectiveness of the professional formation paths of Algerian youth formed in vocational training institutions and ways to reorganize them into more flexible professional categories in line with the transformations of the general societal context.

3.CONCEPTS

3.1. Career Guidance

In 1924, Parsons defined vocational guidance as 'the provision of information, experience and advice relating to the selection, preparation, enrolment and advancement in a profession' (Hamash, 2011, p. 14)⁹The National Career Guidance Association of America in 1930 recognized it as 'the process of helping an individual to choose a career and prepare himself for it, so in this sense it is concerned with helping individuals to choose their careers in order to ensure a satisfactory occupational adaptation' (Ahmed, 2012)¹⁰, All these descriptions agree that vocational guidance is the process of providing the individual with advice regarding the profession or professions and the characteristics required of the practitioner, so it is intended to put the right person in

the right place that is consistent with his aptitudes, inclinations and qualification needs, as indicated by "Girgis Michel Girgis "It is to help the learner to choose a suitable profession that is compatible with his aspirations. This is why educational and vocational institutions put in the hands of their students comprehensive information about each profession with details about its geographical distribution in relation to the population in each region as well as adequate explanations of the present and future development of the profession"(Girgis Michel, 2005)¹¹, Within the developmental approach of Educative, vocational guidance is considered as the process of helping young people to find their own way by building their school and professional projects and thus reconciling their desires with the requirements of reality (Bosina, 1998, p. 170) ¹²It is more or less education for choices, programme choice education in the language of both educational sociology and educational psychology, which takes place 'within studied pedagogical and psychological activities that create conditions and factors to help formulate choices in the framework of study, professional and even future projects, thus developing their ability to direct and determine their future with all responsibility and independence (Bousina M. T., Choices education programs, their definition, sources and importance in building the school and vocational project for young people , 2009, pp. 7-26)¹³, In this sense, vocational guidance is a complex process that is carried out in stages to achieve the general objective, which is reduced to two things: (Mustafa, 2001, pp. 138-139)¹⁴ The first is to help the enrollee in making a career decision, and the second is to adapt to the requirements

of the chosen profession if the first career choice cannot be achieved ,This goal is achieved through a series of integrated processes and activities that span five stages: pre-enrolment, post-enrolment, internship, pre-graduation and finally the job search stage.

Thus, the concept of vocational guidance in our research is an educational process under the supervision of specialists, most notably the guidance, evaluation and vocational integration consultant, through which candidates are enrolled in training institutions in various disciplines that suit him in terms of abilities, aptitudes and inclinations using techniques of individual analysis and work through the coordination and planning of the following activities: Information, selection, guidance with the aim of helping young people enrolled in vocational training institutions to make their vocational decision within the process of vocational guidance that continues in the form of deliberate pedagogical and psychological interventions to develop the capacities of young people to prepare and build vocational projects and reach the objectives of the training process, namely their vocational integration.

3.2.Vocational integration:

In our review of the Western literature on the phenomenon of occupational integration, we came across different names for it according to different researchers with the same meaning (Jean, 1997, p. 22)¹⁵, including: including: transition from school to work, integration trajectory, entering the labour market,l'intégration,Laforce and Cloutier (Jean, 1997, p. 27)¹⁶ identified six indicators to judge the status of inclusion:

1. Getting a stable job.
2. Enrolling in the labour market with a recognized competence.
3. Obtaining a job of any kind.
4. Convergence between training and the world of work.
5. Gaining work experience.
6. Familiarization with the professional knowledge of the professional environment.

On the other side," **Claude Laflamme**" defined the concept of integration "as the stage between the period of exit from the educational system and integration into the labour market, specifically to be in a permanent job position that guarantees young workers future security and regular renewal (Claude, 1984, p. 200)¹⁷, so in this sense **Laflamme** has defined in the concept of integration through the period by which we can judge whether the individual is integrated or not, that this period should be permanent and renewable, thus ensuring future security for young workers, meaning social integration into the social system. This view coincided with our concept of occupational integration in our research.

3.3.The vocational project

It is a key concept in 20th century career guidance philosophy that usually appears in multiple dimensions: Futuristic, Orientation, Training, Personal, Vocational. All of them imply that the idea of the individual has the ability to identify certain aspects that are usually central to their future existence (Guichard, 2007, p. 346)¹⁸In this sense, the project is an essential element in the dynamics of personal activation (Bousna, 2009, p. 23)¹⁹Its goal is to reach a situation or state that the individual wishes to achieve or build through the implementation of a series of actions in the form of studied outlines, so it is more than a mere

expectation and also not fixed, as it may change (Guichard, 2007, p. 345)²⁰ ; This was emphasized by "**Fournir**", who considered (the project) as 'a construction that requires the identification of the means and possibilities necessary to achieve it, in order to allow us to understand the unity and organization of behaviours from the beginning of defining the goal - expressed by choice - to achieving it (the goal)' (Bousina Mahmoud 1998, p. 173)²¹. Thinking about the means within a time frame and in accordance with social necessity is essential (Guichard jean . hutto Michel 2007.p349)²².

Based on the researchers' descriptions of the concept of the project, it can be said that it is an intentional construction that allows its owner to fulfil the desires associated with the requirements of the social reality through the following stage:

- ✓ The emergence of the project idea in the individual.
- ✓ Developing a work plan.
- ✓ Employing the appropriate means.
- ✓ Adapting ambitions to the social reality.

As for our practice of this concept, it is the perceptions that young people carry about their future and the profession that is in line with their cognitive and physical abilities, as this project requires skills and cognitive abilities, which makes him set goals and determine a time scale for its achievement and planning using the means and finally making a decision through a chosen career path, so it occupies an important position in the thinking of young people applying for training, Therefore, it occupies an important position in the thinking of young applicants

3.4. GUIDANCE, ASSESSMENT AND VOCATIONAL INTEGRATION COUNSELLOR

Guichard ,Michel Hutto defined this concept as a set of professions that aim to help people make decisions regarding the forms they wish to follow and the professions that can be practiced in general and guidance counsellors can be divided into two main categories depending on their audience: (Guichard, Career guidance and professional insertion⁷⁵key concepts, 2007, p. 105)²³as defined by the Algerian legislator (Official Gazette articles 80 and 81, Ministry of Vocational Training 2009, p18)²⁴ is any person employed or promoted in the counsellor of guidance, evaluation and professional integration by competition on the basis of the examination of candidates with a bachelor's degree in clinical psychology, vocational school guidance and labour and industrial sociology and is assigned the following tasks:

- Coordinate and plan activities related to the orientation of training candidates.
- Ensure the follow-up of trainees and apprentices with psycho-pedagogical difficulties in order to enable them to continue their training
- Evaluate and analyse training results as well as surveys and opinion polls.
- Conducting vocational assessment interviews in order to guide candidates to training according to their abilities and intellectual qualifications.
- Accompanying trainees, students and hardworking students at the end of training in the field of professional integration in order to actively search for a job position.
- Assist trainees and apprentices during their training in coordination with the teacher in charge of training

in all types of training and propose their reorientation through a permanent evaluation of their abilities if necessary.

Procedurally, our definition of this concept is consistent with the decrees and legislation.

4.THEORECAL APPROACHES

4.1 - Functional Constructivism

It is noticeable when examining the intellectual products of the most important functional constructivist treatments when studying and analyzing societal issues and issues, that they go back to their roots in traditional sociological or anthropological efforts (Abdulrahman, 2005, p. 12)²⁵, where we conclude that they agree in the end - and in their general methodological and epistemological lines - on looking at "function means effect or result, The concept of role in this field is one of the key concepts in this theory to understand the results or effects, the role is the behavior performed by the part of the whole. It also determines the nature of the expectations associated with certain social positions and situations, and specifies the details of those expectations" (Mohammad, 1986, p. 445)²⁶Two main trends have emerged within this theory:

A. The first trend: "Ralph Linton" within the framework of social anthropology and gives "constructivist importance to the roles that exist within the social system, as an institutionally interconnected set of rights and normative duties, The constructivist interpretation of roles (here) defines positions in society, such as the position of the teacher (or the training institution in this study), and then tries to describe the normative set of rights and duties associated

with the ideal pattern of this position, So a teacher may have students, colleagues, superiors and parents as role partners, each of whom has somewhat different expectations of the teacher's behaviour, and the sum of these expectations of these partners represents the role complex." (Gordon, 2000, pp. 723-724)²⁷In other words, this trend focuses on the fact that every group or every member of society or every organization (such as a formative institution) occupies a certain social position, which entails requirements in the form of a set of rights and duties that regulate his relations and interaction with others and, in general, with the social environment, which he meets with a set of expectations. " When these expectations conflict, This happens once in a while, sociologists talk about what they call role conflict or role tensions." (Gordon, 2000)²⁸, Sociologist Marion Levy, when addressing the issue of role differentiation and the distribution of social positions in society to meet functional requirements, pointed out: "Social roles are distributed in society according to the following criteria: **Age, generation, gender, economic resources, political power, religion, patterns of thinking, solidarity....etc.** Each factor of variation fulfils one of the requirements, from which the methods of role variation can be explained based on the needs involved in the pattern." (Mohammad, 1986, p. 465)²⁹; However, it can be said that this trend can help in understanding the subject of this study in terms of describing the state of roles within the social organization (vocational guidance within the training institution) and what they should be, even if the latter does not focus on the actual or practiced role of the social actor or member in the organizational structure (as is

the case for the career guidance format within the training institution), which is what the second trend is concerned with, as will become clear below.

B. The second trend: It is crystallized within the framework of symbolic interactionism and the theatrical perspective on life. In contrast to the previous trend, it "focuses more on the dynamic aspects of actual role-playing. It studies the interactions through which people play out their roles in the social structure. Here the focus is on the ways in which people come to assume the roles of others, shape their own roles, predict the responses of others to their roles (moulding), and finally perform their own roles." (Gordon, 2000, p. 724)³⁰, Within the same analytical context, the researcher Jonathan Turner's ideas of social role was illustrated by this analogy between the role of actors on the stage, where she commented that the world is a big theatre, and as actors perform specific roles and occupy clear positions on the stage, so do actors perform specific roles and occupy clear positions... " (Turner, 1999, p. 214)³¹

As well as the role of social actors; If theatre actors are required to interact with the performance of other actors, and if they are required to respect the theatrical text and not deviate from it, social actors are required to interact positively with each other and to follow the norms and rules that govern the functioning of the society or the group to which they belong as an organization that is open through its interests and functions to the society in general. In any case, it can be said that we can benefit from this trend, considering that it seeks to examine the nature of the actual real role played by vocational guidance counsellors in the field of developing the inputs of training

institutions from individuals and the obstacles that prevent the openness of this pattern to the labour pattern through their point of view.

4.2. Open Social Model Theory:

It has witnessed widespread popularity with the sociologist, In this regard, **Parsons** argues that "the social pattern is one or more actors, each of whom occupies a social position or status distinct from the other, and performs a distinct role. It is an organized pattern that governs relations between individuals and regulates their rights and duties towards each other, as well as a framework of shared norms or values, in addition to that it includes different types of symbols and different cultural themes (Abdulrahman, 2005, p. 368)³², It is clear from this argument that Parsons places great emphasis on the value of social actors, as they are the first basis of the social fabric framed by a set of rules and norms that guide and regulate their behaviors and interactions; Through his famous work on the social pattern, we find Parsons acknowledging that "there is a social pattern in which individuals perform actions towards each other, and these actions are usually organized because individuals in the pattern share a belief in certain values and appropriate methods of behavior, and some of these values can be called norms, and those who follow these norms behave similarly in similar situations, and this is what achieves regularity in society or what we call social balance" (Al-Zayat, 1999, p. 70)³³

It also achieves a better position in facing the issues it faces from the external environment and interacting with it positively, considering that in the end it also remains open to this general environment, the sub-format is not isolated from other

social forms, but rather sub-formats are interconnected, as they are open to each other, taking what they need from other forms and supplying them with what they need, There is no doubt that the training institution is a sub-form of the general form represented by society, as it includes a group of social actors active in this organization, who are subject to a set of rules and laws that regulate their training and vocational work in society, and are united on a set of common values and standards such as providing youth with sound vocational guidance and developing their skills within the paths of vocational formation, which is embodied in the form of studied pedagogical and psychological interventions to develop their abilities to prepare and build vocational projects and their realization and reach the goals of the training process, which is the professional integration of them, From this point of view, the training institution, as a subcategory, becomes open to the external environment (such as the labor market), as long as it relies on continuous interaction and mutual influence with it, thanks to its availability of everything that qualifies it for this role.

5.THE FIELD STUDY

5.1. Methodology: This research falls within the circle of descriptive research that usually relies on quantitative and/or qualitative description and analysis, The researcher relied on it to describe and analyze both the counselors' representations of their roles as defined by the official discourse and the field data obtained.

5.2. Fields of study

➤ **Spatial field:** The fieldwork for this study was applied to the training

institutions in the states of **Annaba, Taref, gualma, and Souk Ahras.**

➤ **Temporal domain:** The fieldwork extended from September 2019 until November 2021, and the period was relatively long because it coincided with the preventive quarantine measures for the Corona pandemic.

- Anaba Province, the number of institutions 17 training institutions corresponding to 15 counselors.
- Taref Province The number of institutions is 18 institutions corresponding to 15 counselors.
- Guelma Province: 18 institutions corresponding to 15 counselors.
- Souk-Ahras Province, 18 institutions corresponding to 15 counselors.

It was a comprehensive survey of the states of Annaba and Taref, meaning 30 counselors, while the states of gualma and

➤ **Human domain:** The study included career guidance counselors for the four provinces: Annaba, Taref, gualma, and Souk-Ahras.

5.3.The study sample:

The research community branched out over a fairly wide geographical area where the number of counselors in total amounted to 60 counselors, distributed as follows:

Souk-Ahras, we also used the Internet from the social networking site for guidance counselors, the group of the National Committee for Guidance, Evaluation and Professional Integration Counselors In the next stage, we used them to reach the rest of their colleagues to finally obtain, after sorting the canceled forms, of which there were 5 of them, to obtain 25 items to make the total sample size of 55 counselors representing the four states and the following table shows their characteristics.

Table (01) shows the characteristics of the sample

Sample	Sexe		Scientific specialization variable		Years of experience variable			
	Male	Female	Psychology	Sociology	Less than 5 years	Less than 10 years	Less than 20 years	Less than 30 years
50	03	52	49	06	02	20	26	07
100%	5,45	94.95	89.69	10.90	3.63	36.36	47.27	12.72

5.4.Study tool :The main tool of the study is the questionnaire to determine the counselors' representations of their roles defined by the official discourse and its relationship with the requirements of the Algerian reality:

- Exploratory study: An open-ended survey question was asked to a sample of 8 counselors distributed in 4 centers and 3 institutes in the states of Annaba and El Taref, the content of the question

was: "What do you think about the role that the state has defined for the vocational guidance counselor to guide and follow up the young people trained at the level of vocational training institutions?"

- Field trips to bodies related to the subject of our study in order to collect information, statistics and official documents and discuss with their officials about the issue raised at the level of vocational training institutions

(centers and institutes), guidance and counseling cells at the level of centers and institutes.

- The results of interviews with guidance counselors and lead inspectors supervising the process of evaluating their performance.

In this step, the items of the form were identified, where the total number reached (45) items distributed on three main dimensions after communication and information, after guidance and selection, and after follow-up

Table No. (02) Distribution of item numbers among the axes

Dimensions	Number of items	Item Numbers
1-Dimension of communication and information	1.2.3.4.5.6.7.8.9.10.11.12	12
2-Dimension of guidance and selection	13.14.15.16.17.18.19.20.21.22	10
3-After follow-up	23.24.25.26.27.28.29.30.31.32.33.34.35.36.37.38.39.40.41.42.43.44.45	23

5.5.The form and psychometric characteristics

A.First: honesty:

- The validity of the instrument was confirmed by presenting it to five judges (guidance counsellors) to assess its wording and its conformity with what it aimed to measure.

• Arbitration results:

- General agreement between the arbitrators on most of the terms.

- Delete the paragraph: "Do you plan and coordinate activities to guide candidates?"
- Drafting amendments to some items to adjust the meaning and increase accuracy, including items: 15, 23, 30, 31.

B.Second: stability: Cronbach's alpha coefficient was used to measure internal consistency using SPSS.

Table No.(03) shows the stability coefficients for the form axes

number	dimension	Number of items	The value of the alpha Cronbach coefficient
1	After media and communication	11	0,8860
2	After selection and orientation	10	0,9370
3	After following-up	23	0,9630
/	Total study instrument 0.982		

It is clear from Table 03 that the reliability coefficient of the study instrument

is 0.982.High stability factor is statistically significant.

Table No.(04) shows the level of consultants' performance of their role

Domaine	73-44	103-74	133-104
LEVEL	Low	Average	High

C.Third: Correcting the scale and determining performance levels

- Number of paragraphs: 44
- Lowest score: 44 (1×44), highest score: 132 (3×44)

- The scores were divided into three levels by extent (29.33):

- Low: 44–73
- Average: 74–103
- High: 104–133

5.6. Statistical processing methods:

- Frequency distribution: It is the number of times the option or answer is repeated so that the total is equal to the number of items in the sample.
- Percentages: By describing the characteristics of the individuals in the study population, determining their responses through the main dimensions included in the study tools using percentages.
- Calculating the arithmetic mean: It was used to determine the level of counselors' performance of their roles from their point of view by calculating the average response of guidance

counselors using the statistical program, The triangular Likart scale was used with the following scoring scale: rare level 1, little level 2, always level 3.

6. ANALYZING AND DISCUSSING THE RESULTS

6.1. Presenting and discussing the results of the first question : Do you consider media and communication activities as determinants of youth's initial career decision?

Table No. (05) shows the performance level of career guidance counselors and their opinions about media and communication activities as determinants of youth's initial career decision

Phrases	Measurement	Performance level			total	mean	Result
		always	Slightly	rarely			
Supervising the Media_campaigns_for_configuration	Frequency	00	00	55	164	2,98	High
	Ratio	00	00	100			
Receive_assistance_from_specialized_media_as sociates	Frequency	05	10	40	145	2,64	High
	Ratio	9.04	18.18	72.72			
Sufficient_media_to_organize_media_campaigns	Frequency	04	48	03	109	1.98	High
	Ratio	7.27	87.27	5.45			
Providing assistance to candidates for training	Frequency	00	00	55	165	3.00	High
	Ratio	00	00	100			
Overseeing professional information processes across training institutions	Frequency	00	08	47	157	2,85	High
	Ratio	00	15.45	85.45			
Prepare materials and methods on your own	Frequency	09	08	38	139	2,53	High
	Ratio	16.36	14.54	69.09			

Supervising media operations outside the training institution	Frequency	08	15	31	133	2,42	High
	Ratio	14.54	27.27	56.36			
Coordination and collaboration with agencies on information days	Frequency	17	30	08	101	1,84	Average
	ratio	30.09	54.54	14.54			
Familiarize the candidate with the training institution's system	Frequency	00	00	55	165	3,00	High
	ratio	00	00	100			
Informing the candidate about the conditions of training	Frequency	00	00	55	165	3,00	High
	ratio	00	00	100			
The current media work prepares the candidate for the career choice phase	Frequency	10	37	07	107	1.95	High
	ratio	18.18	67.27	14.54			
After media and communication	Frequency	53	156	451	143	2.56	High
	ratio	8.23	23.63	68.33			

From the table, it can be seen that the opinions of the sample members agree on their performance of their media and communication role for young people coming for training with a high score of 43.45% and a mean of 2.16, through the following activities: informing the candidate about the conditions of training with a mean of 3, as well as informing the candidate about the system of the training institution with a mean of 2.98: Informing the candidate about the training conditions with an arithmetic mean of 3, informing the candidate about the system of the training institution with an arithmetic mean of 3, and supervising the training media campaigns with an arithmetic mean of 2.98, in addition to supervising the professional media activities across educational institutions, we find that 47 individuals (85%). 45% with an arithmetic mean of 3, while it represents a medium level for only 8 individuals from the sample, as well as for the item of supervising media work outside the training institution, 31 individuals (56.36%), while 15 of them (27.17%) recognized a medium level and 8 of them with a low level, As for the preparation of media tools and methods by own effort, we find that 38 of the study sample (69.09%) emphasize relying on themselves in this to a high degree and with an arithmetic mean of 2.53, while 8 of them confirm otherwise, while 9 individuals

(14.54%) at an average level. This is at the level of the personal practice of counselors for the communication media act. As for the partners of this process outside the training institution at the level of educational institutions, we find that 48 of the research sample (87.27%) finds it to be at a moderate level with an arithmetic mean of 1.98, and only 3 of them find it at a sufficient and permanent level. 27% believe that it is at an average level with a mean of 1.98 and only 3 of them find it at a sufficient and permanent level. As for the existence of coordination and cooperation with employment agencies on media days, opinions indicate that 30 individuals, 54.54%, find it at an average level with a standard deviation of 1.84, while 17 of them, 30.09%, confirm that coordination exists at a low level and the remaining 8 counselors find that coordination exists.

These results gave the researcher the opportunity to identify the media supports currently adopted in training institutions, their contents, their agreement and the most pressing needs of young people in terms of vocational media, where he considers it based on what has been reached: Despite the field practice of the media and communication act, it is insufficient due to what distinguishes media and communication at the level of vocational

training institutions from school media, which is the extent of its contribution to the development of its performance in the training system, which is in a relationship of interaction with the general social system, which expects expectations that are consistent with this relationship. It is recognized that conceptualizing a national guidance system or talking about its effectiveness can only be effective if it is accompanied by a thoughtful and successful media strategy for the training system and related systems in society.

The media work of the guidance counselor at the level of the training institution is an educational process that is manifested in providing young people with information about themselves and the labor market, as the latter contributes positively to their personal decision-making in accordance with their ambitions and desires and making objective choices in professional projects (Kebili, 2021)³⁴, the counselor is aware of this fact. This fact, which we found in the field through the answers of the sample members, is also consistent with the findings of **Rabeh Chalihi** and **Yasmina Shaanan's** study that media work contributes significantly to activating the role of the counselor from their perspective, regardless of the variable of specialization or years of experience because his work is more field work than academic theory (Shaanan, 2018), On the other side, we find that the official discourse has embodied the media work through Decree 333/11 and has been reduced to aspects related to communication, sensitization and news in the form of open doors for training during limited periods and the guidance counselor works with an administrative team to organize exhibitions, lectures and meetings with teams from external institutions present

in the province (Gazette o. , Executive Decree: N:333, november 2011, p. 30)³⁵ ; However, this approach in this reductionist form in itself imposes intersectoral coordination, an issue that faced difficulties raised by actors in the training system (results of interviews with guidance counselors, guidance inspectors, directors of institutes) within the framework of institutionalizing the partnership between the training sector and the economic and social environment, which we also saw through the opinions of the sample members, whether in relation to the administrative team inside the training institution or educational institutions and employment agencies outside it, as media work in this form results in unsuitable choices for young people; Based on this, the results of the study are consistent with the findings of the study of **Ghiras Rahma** in that the media services are formal and ineffective (Ghiras, 2015)³⁶ Also, what the researchers “**Alim Akila**” and “**Tarari Mokhtariya**” found in a study on the training needs of guidance counselors: The media in its current form is insufficient in the midst of the challenges faced by the counselor in his internal performance towards the segments of society and even external performance within the framework of intersectoral coordination, The media paves the way for proper professional selection and influences the representations of those coming for professional training and modifies their attitudes (Alim, 2020, p. 275)³⁷ This professional situation in which the counselor lives corresponds to “**Jonathan Terez's**” characterization of the role of the social actor, where she held an analogy with the role of actors on the stage and the role of the social actor, just as the actor must adhere to his role in the theatrical

text and not deviate from it, the actor is also obligated to respect and comply with his role (Turner, 1999, p. 214)³⁷Media days are conducted within a national plan and within a specific period, including methods and means, as the official discourse worked to define the role of the counselor within a comprehensive national plan through specific media processes and supports, which increases the difficulty especially

with two training courses during one year, which depletes his effort.

6.2. Presenting and discussing the results of the second question

Second question: - Do the guidance and selection processes in their current form help young people to make the right professional choice for their careers?

Table No. (06) shows the level of counselors' performance of the guidance and selection processes to help young people make the right career choice

Phrases	Measurement	Performance level			total	mean	Result
		always	Slightly	rarely			
Plan and coordinate media activities	Frequency	00	09	46	147	2,67	High
	ratio	00	16.36	83.63			
Preparation of methods and media from own effort	Frequency	00	07	48	151	2.75	High
	ratio	00	12.72	87.27			
Adequacy of the media available at the training institution to publicize the specializations	Frequency	14	26	15	122	2,22	High
	ratio	25.45	47.17	27.27			
Candidates benefit from an individualized interview	Frequency	25	13	17	102	1,85	Average
	ratio	45.45	23.63	30.99			
The contribution of the current workspace to the effectiveness of the counselor's tasks	Frequency	10	28	17	117	2,13	High
	ratio	18.18	50.90	30.90			
Relying on the interview to measure career inclination	Frequency	31	14	10	89	1,62	Average
	ratio	56.36	29.45	18.18			
Relying on the results of a written test to measure career inclination	Frequency	06	10	39	143	2,60	High
	ratio	10.90	18.18	70.40			
The influence of family and friends on career orientation	Frequency	04	11	40	146	2,65	High
	ratio	27.27	20	72.72			
The contribution of the medical examination to appropriate career guidance	Frequency	48	06	00	61	1,11	Low
	ratio	87.27	10.90	00			
The contribution of the candidate's personal career orientation to career choice	Frequency	05	43	07	112	2,04	High
	ratio	9.09	78.18	12.72			
After Orientation and Selection	Frequency	173	167	239	119		High
	ratio	26	30.26	43.45			

When reading the statistical data, we find that on the personal level, the guidance counselor performs his role, whether it is related to coordinating and planning guidance activities or preparing the means to introduce majors and correct the choices of young people at the stage of selection and guidance at a high level, where 83.63% and 87.27% of the sample members confirmed

this, respectively, with an arithmetic mean of 2.67 and 2.75, and the rest of them with an average performance of 16.36% and 12.72%. As for the opinions regarding the item of the adequacy of the available means available within the institution to introduce specializations, 26 individuals (47.17%) agreed that they are sufficient at a moderately high level with an arithmetic

mean of 2.22, while 15 advisors (27.27%) consider them to be highly sufficient, while 19 of them consider them to be weakly sufficient; Regarding the contribution of the physical space to the counselor's effective performance of his tasks, the responses agreed on a medium degree of performance at a high level with an arithmetic mean of 2.13, which was confirmed by 28 individuals (50.90%), and only 17 of them consider the level of contribution great and the remaining 10 find it weak. As for the interventions of the guidance counselor at this stage, the following indicators can be examined and expressed by the results: The individual interview indicator, the responses were at an average level with an arithmetic mean of 1.62 and 1.85, respectively, whether in terms of the benefit of the candidate for training by 45.45%, 25 individuals with a rare or weak degree and 30.29% met by 17 counselors with a permanent degree to find the rest of the sample 13 of them with an average degree or relying on the interview as a tool to measure professional inclination was 56.36% or 31 items with a weak degree and only 10 items confirm that they are adopted as a measure permanently and with regard to the indicator of the written test as a measurement tool also, their opinions were in agreement at a high level and with a permanent degree of 70.40%, a large percentage equivalent to 39 items with an arithmetic mean of 2.60 and 10 of them, 18.18%, are adopted as a measure with a moderate degree.

As for the indicator of the contribution of the medical examination in the appropriate guidance of young candidates for training, the results were at a low level, as 8.27% of the sample members with a weak degree, i.e. 48 of them, with an arithmetic mean of 1.11, the lowest average

recorded. Finally, we find the external factors that affect the professional choice represented by the family and the group of friends at a high level with arithmetic averages respectively 2.65, 40 individuals with 72.72%, and the influence of the professional tendency of the candidate for training was at a high level with a medium level with an arithmetic mean of 2.04 corresponding to 43 individuals with 78.18%.

The researcher interprets the results that the presence of the counselor at this crucial stage of the guidance process is justified at the official level, as it has been defined as planning and coordinating activities related to guidance, conducting assessment interviews in order to direct candidates to specializations according to their abilities and qualifications (Gazette o. , 2009, pp. 28-29)³⁹; However, this presence remains ineffective due to the difficulties that prevent this, which is consistent with the findings of the study of “**Alim Akila**” and “**Tarari Mokhtariya**” in that the dimension of selection and guidance is important for the tasks of the counselor and represents a need that requires continuous training in it, given the knowledge and skill gaps that prevent the required performance because the role of the counselor exceeds the limits of the training space, but it is to match the candidates for training in terms of their abilities and interests and the economic and social environment (Alim, 2020, p. 276)⁴⁰ This matter increases the difficulty with the legislator's determination of the counselor's interventions in terms of how, which is often difficult: The individual interview does not exceed 30 minutes according to the program included in the technical card of each interview; Written tests, visits to workshops, showing

audiovisual tapes, all this is done in coordination with the head of the information department (Official Gazette, 2004)⁴¹The field confirmed these difficulties, as the duration of the individual interview is 30 minutes, which is not enough for the large number of candidates in light of the ineffectiveness of the supporting factors such as work space, the absence of appropriate training for the counselor's partners at this stage. Appropriate training for the counselor's partners at this stage, not only for the staff but also for the heads of the information and communication department, in addition to the elimination of the selection element and reliance on the direct integration policy (results of the application of an interview with guidance counselors and the head of the information and communication department at the Hadjar Institute, Annaba, on 09/25/2020).

These suggestions are consistent with the findings of a study by Majid Ahyab Ramadan, who suggested that in order to confront all these deviations that limit the effectiveness of guidance practices and the development of professional decision-making skills, it is necessary to rely on guidance programs based on a developmental approach and away from the diagnostic approach that characterized the work of counselors (Ramadan Al-Rashed, 2019, p. 45)⁴² These results are also consistent with the findings of Gharas Rahma's study in that the formal presence of selection and guidance services represented in the interview, medical examination, and written test with the absence of the use of psycho-pedagogical measurement tools increases the difficulty of the matter, especially with middle and primary students because they do not realize and test what the information and guidance services are,

unlike the secondary and university level; She also found that this professional position of the guidance counselor led to the emergence of a hidden conflict between him as an official party and the surroundings of the candidate for training from family, friends, and individual desire as an unofficial party that affects the professional

decision in the first place to finally come to the opinion of the guidance counselor (Ghiras, 2015)⁴³With reference to the sociological theoretical literature, we find that this conflict is justified, as the social anthropological trend from the functional theory discussed this situation, as each individual occupies a social position that entails requirements in the form of rights and duties that regulate his relations and interactions with others who are waiting for expectations, and when these latter conflict, role conflict occurs (Gordon, 2000, pp. 723-724)⁴⁴, Marion Levy addressed this issue through a functional analysis of the role in the face of its functional requirements (Mohammad, 1986, p. 465)⁴⁵ and by dropping this on the results of the study, we find that to reduce the factors of disparity close the knowledge gap by updating the knowledge of the guidance counselor about psycho-pedagogical measurement tools and reconsider the laws governing this stage to contain the candidate and the selection will be sound.

6.3. Presenting and discussing the results of the third question

Third question: Does the process of following up young trainees during their vocational training in training institutions play a role in building their projects and integrating them into the labor market?

Table No. (07) shows the level of performance of counselors in the process of following up young trainees during their vocational training in training institutions

Phrases	Measurement	Performance level			total	Mean	Result
		always	Slightly	rarely			
Introducing the administrative structure of the training institution	Frequency	00	00	55	165	3,00	High
	Ratio	00	00	100			
Introducing the technical means of the training institution	Frequency	00	00	55	165	3,00	High
	Ratio	00	00	100			
Assisting the trainee in field placements outside the training institution	Frequency	25	17	08	93	1,69	Average
	Ratio	45.45	30.90	14.25			
Reviewing the trainee's completed work	Frequency	02	33	13	128	2,33	High
	Ratio	3.63	60	23.63			
Observing the trainee in the classroom	Frequency	05	32	18	123	2,24	High
	Ratio	9.09	58.18	32.72			
Tracking the trainee with follow-up forms	Frequency	00	33	22	132	2,40	High
	Ratio	00	60	40			
Conducting individual and group interviews with trainees to identify their needs	Frequency	58.18	22	03	83	1,51	Average
	Ratio	02	40	5.45			
Providing the trainee with a working methodology during exams	Frequency	3.63	26	07	95	1,73	Average
	Ratio	05	47.27	12.72			
Analyzing trainees' results for evaluation	Frequency	9.09	27	00	109	1,98	High
	Ratio	15	00	55			
Preparing vocational education classes for the trainee	Frequency	48	48	00	69	1,25	Low
	Ratio	87.27	87.27	00			
Providing a professional environment for the trainee	Frequency	17	10	28	121	2,20	High
	Ratio	30.90	18.18	50.90			
Introducing the trainee to the various professional outlets of the labor market	Frequency	00	00	55	165	3,00	High
	Ratio	00	00	100			
Introducing the trainee to how to write a CV	Frequency	17	38	00	93	1,69	Overage
	Ratio	30.90	69.19	00			
Introducing the trainee to various vocational integration devices	Frequency	23	17	15	103	1,87	Overage
	Ratio	41.81	30.20	27.27			
Participation in job search investigations organized by the Ministry	Frequency	32	18	05	101	1,84	Overage
	Ratio	58.18	32.72	9.09			
Organizing awareness-raising meetings to accompany vocational training graduates in the labor market	Frequency	02	36	17	125	2,27	High
	Ratio	3.63	65.4	30.90			
Assistance in preparing media outlets for employment agencies	Frequency	05	14	36	141	2,56	High
	ratio	9.09	25.45	65.45			
Assisting in the organization of professional platforms and meetings to introduce the world of work	Frequency	15	31	09	101	1,84	overage
	ratio	25.27	56.36	16.30			
Participate in investigations and sounding out opinions about the world of work	Frequency	12	18	25	123	2,24	High
	ratio	21.81	32.72	45.45			
University training helped in acquiring methods And methods for performing the profession	Frequency	16	32	07	101	1,84	overage
	ratio	29.09	58.18	12.72			
Seniority gives the advisor skills to carry out his duties	Frequency	05	12	38	143	2,60	High
	ratio	9.09	21.81	69.09			
Tracking graduates while searching for work or in work locations	Frequency	55	00	00	165	3,00	High
	ratio	100	00	00			
Follow up on graduates after Graduation with tracking forms	Frequency	55	00	00	165	3,00	High
	ratio	100	00	00			
After following	Frequency	410	423	414	122	2,23	High
	ratio	32.41	33.34				

It is clear from the above table that the statistical data for the follow-up phase can be treated in stages, as the first is related to the role of the psycho-technical counselor through the items: Performance media work was with a high degree and at a high level by 100% of the sample with an arithmetic mean of 3, while supervising the trainee was with the highest average of 2.40 was a response to the follow-up dimension with forms designed by him by 60% and a medium degree at a high level, followed by reviewing the completed work with an average of 2.33 at a medium level, and tracking the trainee in the classroom was 58.18% or 32 individuals with a medium degree at a high level and an arithmetic mean of 2.24, On the other side, we find that the responses of the counselors to the item Does your current performance provide a professional environment for the trainee was 50.90%, i.e. 38% of the sample members consider it at a high level and a great degree with a computational average of 2.20 to find that the high level is also at a weak level with a computational average of 1.98 about analyzing the results of trainees for evaluation, which was reported by 28 individuals with 50.90% of the sample. As for providing the trainee with a working methodology in the exams, it was also at a medium level and with a medium degree, 16 items by 47.13% with a computational average of 1.73, followed by the item of introducing the trainee to write a resume at a medium level 38 items by 69.19% with a computational average of 1.69 with a medium degree, and for the item of introducing the trainee to professional integration devices, the performance was weak at a medium level, which was reported by 23 items by 41.81% with a computational average of 1.87, the second is the functional

aspect of the counselor profession in relation to the training institution and the environment, the results were:

The item of participating in investigations, whether organized by the Ministry of Training or even the Ministry of Employment, the results were respectively poor and medium level of performance, which was agreed upon by 32 respondents (58.18%) with an arithmetic mean of 1.84 related to the ministry in charge, and a high level of performance corresponding to 25 respondents (45%) with a mean of 2.24, as well as the item of helping to organize professional forums, which was agreed upon by 31 respondents (36.56%). 45% with a mean of 2.24, we also find that the performance was at a moderate level for the assistance in organizing professional forums, agreed by 31 respondents (36.56%) at a moderate level with a mean of 1.84, and the item of organizing sensitization meetings for accompaniment at a moderate level, agreed by 36 respondents (65.40%) at a high level with a mean of 2.27; In order to identify the factor that helps the counselor in performing his tasks, specialization or seniority in work, the opinions favored the second factor at a high level and a large degree, i.e. 38 individuals (69.09%) with an average of 2.60. The last part of the follow-up phase, which is after the graduation of young people from the training institution by following them with follow-up forms or in the search for employment, the results were that the relationship is interrupted, which is expressed respectively 100% with a poor performance score at a high level with an arithmetic mean of 3, which is the highest average.

The researcher's interpretation of these results is that the guidance counselor is

aware of the importance of this stage for the trainee to build his personal project, which is emphasized by the legislator in that he follows up on trainees and apprentices during their training and during the process of job search and the realization of their professional project (Regulatory texts related to information and guidance). However, we find that the field revealed the existence of difficulties faced by the latter, especially in terms of the lack of clarity of the psychological methods and means of follow-up to make the seniority of the counselor a guide for him, which is consistent with the findings of **Yahya Al-Nawi's** "study in that the method of accompaniment or follow-up is present in the media aspect; As for the services and guidance component, it is practiced on an ad hoc basis and is predominantly administrative and does not have a clear goal. In addition to the absence of a guide to the psychological aspect of the trainee on which the counselor relies to be able to develop the professional dimension, i.e. the vocational project, and thus integrate into the labor market (Al-Nawi, 2021, p. 12)⁴⁶ It is also consistent with the findings of the study of **Rahma Gharas** that the interventions of the guidance counselor during the follow-up phase lack the psycho-technical aspect, especially with the cases of trainees who suffer from poor adaptation in training (Ghiras, 2015)⁴⁷ and the study of Alim Akila and Tarari Mokhtariya : Due to the lack of organization of the vocational training sector, and the assignment of the guidance counselor to administrative tasks rather than guidance, we find that there is a great training need related to accompaniment to help the trainee to adapt and specialize and urge him to continue training until the end of the legal period of

training and obtain a certificate or qualification (Alim, Conceptualizing a training program in vocational counseling and guidance in light of identifying training needs, a field study on a sample of vocational guidance, evaluation and integration counselors in the vocational, 2020)⁴⁸ the absence of these mechanisms that support the work of the counselor contributed to the emergence and growth of the phenomenon of vocational dropout.

The role of the guidance counselor is becoming increasingly complex, especially in relation to the world of work, as the legislation defines the following tasks: Organizing forums and study days on issues related to assisting the professional integration of young people, creating a card and information bank on the labor market (Gazette o. , 2009, pp. 28-29)⁵⁰ The field results showed that it is more difficult for counselors in the almost total absence of periodic investigations by the Ministry of Education, which was applied in previous years about the world of work, There is a total absence of qualified human resources to assist the counselor, represented by specialized agents who track graduates in the labor market and open a relationship with the external environment within what is known as the dynamics of research and discovery to later provide them with behaviors on the dynamics of seizing opportunities, especially in light of the increasing difficulty of smooth integration for them (results of an interview with the head of the information and communication department and the guidance counselor at the Specialized Institute El Hadjar on the day: 9/25/2020) The study of Alim Akila and Tarari Mokhtariya indicated that the alignment between the potential of the training student (abilities, aptitudes,

inclinations ...), training possibilities (open specializations, available pedagogical seats, pedagogical framework ...) and the economic environment (job opportunities, integration, entrepreneurship ...); This requires a continuous evaluation of the three levels (training student, training environment, economic environment) and a continuous update of the career guidance system (Alim, Conceptualizing a training program in vocational counseling and guidance in light of identifying training needs, a field study on a sample of vocational guidance, evaluation and integration counselors in the vocational, 2020) because the field of training and work has imposed new changes in behaviors (innovative ability, self-confidence ...), so the training methodology must be changed and take into account these behaviors in professional formation (Bin Yarbah, 2010, p. 185)⁵¹, Therefore, the guidance system must receive support from the general context, which is consistent with the view of Parsons according to his theory of the open context, as actors play roles within the general social context that must achieve satisfaction for the social actor and interact with the issues that confront him to interact positively (Al-Zayat, 1999, p. 70)⁵², The guidance policy according to this theory must be in line with societal transformations to play more flexible roles and other contexts: education; employment it is in an

interaction relationship that takes what it needs from them and provides them with what they need from it, so a good understanding of the role of the counselor is necessary to reach the impact and acceptable result.

7. Conclusion :Through this presentation, we have sought to identify the extent of the effectiveness of the roles that the state has defined for guidance counselors in establishing professional structures in line with the transformations that Algerian society has experienced over the decades by monitoring the counselors' representations of their roles, which showed that it is important to move from the diagnostic approach that characterized official practices and engage in an evolutionary approach to education by giving the entire guidance process comprehensive attention by rehabilitating and updating the knowledge of counselors at each stage, such as media and psych-technical follow-up, in accordance with the psychological nature of youth and the requirements of study and training as a class; to grow knowledge and attitudes This last one, which has become a conviction among researchers as well as politicians, can only be achieved through the intervention of the state in labor and training policies by drafting legislation regulating the fields of sociology of labor and education as the protector of socio-political stability.

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