

Evaluating the Contribution of Guidance Counselors in the Educational System



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Amina LOUKIA^{1*}, Houda SELLAM²

1 Mohamed Lamine Debaghine University, Setif 2 (Algiers), am.loukia@univ-setif2.dz.

2 Mohamed Lamine Debaghine University, Setif 2 (Algiers), h.sellam@univ-setif2.dz

وحدة البحث تنمية الموارد البشرية

Abstract

Objective: The study aims to evaluate the contribution of guidance counselors to the activation of the educational system through a field study in the middle schools of Sétif wilaya, Algeria.

Study Population: The study population consists of all guidance counselors in the Sétifwilaya, with a total of 381 counselors.

Study Sample: The study sample consists of all guidance counselors in the Sétif province (257 counselors). The sample was determined by conducting a census of all guidance counselors working in the middle schools of the Sétif province.

Research Tools: An evaluation questionnaire was designed by the researchers based on the official documents issued by the Ministry of National Education. After verifying its psychometric properties (validity and reliability) and distribution,

Results: The results of the study showed that guidance counselors have a high degree of contribution to the activation of the educational system.

Keywords

Counselor;
Guidance counselor;
Guidance;
Activation;
Educational system.

الكلمات المفتاحية

مستشار؛
مستشار التوجيه؛
توجيه؛
تفعيل؛
النظام التعليمي.

تقييم مساهمة مستشاري التوجيه في تفعيل النظام التعليمي

ملخص

الهدف: تهدف الدراسة إلى تقييم مساهمة مستشاري التوجيه في تفعيل النظام التعليمي من خلال دراسة ميدانية في متوسطات ولاية سطيف، الجزائر. مجتمع الدراسة: يتكون مجتمع الدراسة من جميع مستشاري التوجيه في ولاية سطيف، وعددهم 381 مستشاراً. عينة الدراسة: تتكون عينة الدراسة من جميع مستشاري التوجيه في ولاية سطيف (257 مستشاراً). تم تحديد العينة من خلال حصر جميع مستشاري التوجيه العاملين في متوسطات ولاية سطيف. أدوات البحث: تم تصميم استبيان تقييمي من قبل الباحثين بالاعتماد على الوثائق الرسمية الصادرة عن وزارة التربية الوطنية. بعد التحقق من خصائصه السيكومترية (الصدق والثبات) وتوزيعه. النتائج: أظهرت نتائج الدراسة أن مستشاري التوجيه لديهم مساهمة عالية في تفعيل النظام التعليمي.

* Corresponding author. E-mail: am.loukia@univ-setif2.dz

Doi:

I- Introduction :

Guidance counseling plays an important role in reforming the Algerian educational system and receives special attention from educational system managers in order to achieve alignment between students' desires, academic achievements, educational and training paths, and the requirements of economic and social development. Therefore, the school and vocational guidance counselor has become an effective element in the guidance and counseling system, occupying an important position through their interventions and contributions in various educational processes. Their initiatives are characterized by effectiveness and objectivity through carrying out their tasks and formulating constructive and effective opinions and suggestions.

II-Research Problem:

Education in different educational institutions has become the cornerstone of individuals' upbringing and preparation for life. The changes that have occurred in people's lives in this era have led to significant changes in the role of schools. Their role is no longer limited to transferring information and knowledge to students, but has extended to preparing individuals who can deal with constant cognitive changes. Therefore, modern education has paved the way for school counseling to effectively contribute to improving the educational level of learners due to their psychological, academic, and social compatibility. The guidance counselor has various roles to fulfill for the benefit of learners. They work to assist them within the educational institution they belong to and do their best to help them find solutions to the problems they encounter in their educational path. They carry out their work according to a specific methodology based on scientific data adopted in the field of school counseling.

The role of the guidance counselor is one of the fundamental pillars that play an effective role in guidance and counseling. Therefore, activating the educational system has become one of the most important goals that the Algerian school aspires to provide in order to achieve the success of the educational process and the set objectives. However, there are many challenges that reduce the effectiveness of the educational system in Algeria. These challenges include the lack of material resources, the spread of violence in schools, traditional curricula, bullying, low morale, and globalization with its various dimensions, especially those related to attempts to influence the cultural entities of different communities. This necessitates that the guidance counselor creates a greater degree of knowledge, awareness, comprehensive understanding, and comprehensive coverage among students. They also contribute to the preparation and upbringing of an aware and educated generation who believes in their role and carries the issues of their society and nation. The openness to the cultures and knowledge of other civilizations and dealing with them has become a daily necessity in our contemporary life that cannot be avoided. There is no benefit in cultural and intellectual isolation, but rather, it is necessary to confront this cultural invasion by setting policies and determining mechanisms to deal with these challenges and the requirements of the new era. This contributes to improving the effective role of the guidance counselor in improving the outcomes of the educational system.

Salah al-Din and Ben Arabiya (2021) also pointed out that the failure of the guidance counselor to teach students the necessary values and social skills to become good citizens and the necessary skills to become economic producers means that Algerian schools have not succeeded in the task assigned to them by society. Here, the role of the guidance counselor in activating the educational system to meet the needs of society becomes prominent. These needs vary in their impact on students' outcomes. The guidance counselor also has a significant role in planning the system and guiding decision-makers in formulating precise objectives for the system. They are also utilized in evaluating the performance of the educational system, internal effectiveness, and external effectiveness. Arfasa and Weldmeskel (2020) also explained that the guidance counselor bears the moral and ethical responsibility of accompanying the student in building their future project within scientific frameworks and methodologies to ensure the preparation of an individual capable of bearing the burdens of life. All of this guarantees the presence of the student in an environment where they feel safe within their educational institution.

Due to the novelty of educational guidance in Algerian schools and the presence of many obstacles that hinder its successful implementation, the problem of the study lies in seeking to identify the extent of the guidance counselor's contribution to activating the educational system in light of the reality of educational guidance in Algerian educational institutions and the difficulties and problems that guidance counselors face, which hinder their performance of their roles to the fullest. Therefore, the study aims to improve the effective role of the guidance counselor in activating the educational system in order to achieve the educational objectives of the school and strengthen the relationship between the school and the local community.

The research problem can be summarized in the following main question:

To what extent does the guidance counselor contribute to activating the educational system?

III-Research Hypotheses:

The guidance counselor contributes to activating the educational system to a moderate extent.

IV-Sub-Hypotheses:

- The guidance counselor contributes to activating the educational system through their informational tasks to a moderate extent.
- The guidance counselor contributes to activating the educational system through their guidance tasks to a moderate extent.
- The guidance counselor contributes to activating the educational system through their counseling tasks to a moderate extent.
- The guidance counselor contributes to activating the educational system through their evaluation tasks to a moderate extent.

V- Research Objectives:

The researchers aim to:

- Determine the extent of the guidance counselor's contribution to activating the educational system.
- Assess the effectiveness of the guidance counselor in embodying their tasks and following the laws.

VI- The importance of the study lies in:

- Highlighting the importance of the educational guidance process within educational institutions.
- Highlighting the role of the guidance counselor in activating the educational system through information, guidance, counseling, and evaluation.

VII- Study Terminology

School Guidance and Counseling: It is an educational work aimed at helping students manage their educational path, guiding them, and accompanying them in building their personal project.

Guidance Counselor: It is a person who has academic qualifications and is assigned a set of tasks, including informing, guiding, counseling, and evaluating to help students in their educational path and building their personal project according to their desires, inclinations, and the requirements of guidance.

Tasks of the Guidance Counselor: These are the tasks defined by Executive Decree No. 315-08, which includes the basic law for employees belonging to the education sector through Article 97, and they include:

- The guidance counselor is responsible for accompanying students during their educational path and guiding them in building their personal project according to their desires, preparations, and educational planning requirements.
- They are responsible for evaluating, analyzing, and summarizing academic results.
- They participate in monitoring students who face difficulties in psychological and pedagogical aspects in order to enable them to continue their education.
- They carry out their activities in school and vocational guidance centers in middle school.

Educational System: It is defined as a system of interactive and interconnected elements, relationships, and components that include the school system, laws, methods, activities, human and material resources to achieve the objectives.

VIII- Previous Studies

Study by Amal Al-Boush (2017): The study aimed to evaluate the tasks of the guidance and counseling counselor from the perspective of secondary education students. The researchers used the descriptive method, and the study sample consisted of 217 male and female students. The researcher used a questionnaire consisting of the following axes: information, guidance, evaluation, psychological counseling. The study concluded that the guidance and counseling counselor performs their tasks to a below-average degree from the perspective of secondary education students.

Study by Abdelmalek Al-Walid (2018): The study aimed to identify the attitudes of students towards the tasks of the guidance and counseling counselor. The researcher used the descriptive method, and the study sample consisted of 80 male and female students. The researcher used a questionnaire consisting of 33 items. The study found that secondary school students have negative attitudes towards the guidance and counseling process in their institutions.

Study by Zahra Mazrakat (2014): The study aimed to uncover the role of the guidance counselor in reducing violence through students' attitudes. The researcher relied on the descriptive method, and the study sample consisted of 100 male and female students. The researcher used direct observation and questionnaires to collect data. The study found that there

is no continuous monitoring by the guidance counselor and also revealed that the guidance counselor plays an important role in supporting positive dialogue with students.

IX- The Theoretical Framework of the Study

IX-1. Definition of School and Career Guidance Counselor:

A school and career guidance counselor is an employee in the education sector who works to implement the school guidance program prescribed by the Ministry of National Education. Maurice Roclan defined the counselor as "the primary person responsible for implementing the school and career guidance process. They are specialized in guidance and are considered the most capable individuals in gathering all the information about the student to be guided, based on the principles of psychology" (**Directorate of Education, Tébessa, 2021**).

IX-2. Duties of the Guidance Counselor:

The process of school and career guidance is an ongoing and important process that starts from elementary school to the professional path. This is due to the services provided by the school and career guidance counselor to students, which include:

Information: School information is an educational activity that provides information within the school environment. It aims to organize and activate the student's academic path, achieve alignment between their aspirations and academic results, and develop their individual and collective research skills (**Fettiti&Hamdi, 2014, p. 14**).

Information is functionally related to school and career guidance, as it is one of its fundamental pillars. Through information, students can be elevated to a level of choice and make appropriate decisions regarding their academic, professional, and even social future. It enables them to keep up with the developments in the scientific, technical, and cognitive fields and respond to emerging changes at all levels (**Nemr Dames, 2010, p. 16**).

Guidance: It is the process of assisting students in making optimal choices regarding their academic and career paths by aligning their individual inclinations with their academic achievements.

Hobcock defined guidance as "any activity intended to influence individuals in formulating their future plans" (**Ramadan, 2001, p. 28**).

Sayed Abdel Hamid Morsi defined guidance as "assisting the student in knowing oneself, one's abilities, inclinations, developing and utilizing them to increase their effectiveness and efficiency, understanding their problems and conflicts, helping them solve these problems, and guiding them towards the appropriate study that aligns with their capabilities" (**Benflis, 2014, p. 10**).

The services and tasks that fall within the scope of guidance, as stipulated by the Ministry of National Education, include:

- Identifying students' characteristics and studying their desires based on academic results.
- Identifying students' readiness and inclinations through interest and preference questionnaires.
- Studying the preference card.
- Accompanying students throughout their academic path and assisting them in envisioning and building their personal future projects.
- Studying the gradual guidance for students and participating in departmental and admission and guidance councils.

Counseling: Gartner defines counseling as an interactive process that arises from the relationship between two individuals, one of whom is a specialist counselor and the other is the counselee. Through this relationship, the counselor helps the counselee in facing the challenge of changing or developing their behavior and methods of dealing with the circumstances they face. The counseling approach is face-to-face in an atmosphere of trust, mutual acceptance, and reassurance, allowing the counselee to freely express all their feelings without fear (**Abu Asaad, 2009, p. 15**).

The services and tasks that fall within the scope of counseling include:

- Assisting the student in discovering oneself by recognizing their abilities, inclinations, and skills, and understanding the problems they face.
- Assisting the student in understanding their environment, including its potentials and shortcomings, and utilizing their personal and available potentials in their school, family, and community to set realistic goals for their academic achievement and life.
- Contributing to helping the student adapt to themselves, their peers, and their society and to grow their personality to the fullest extent that qualifies them to utilize their potentials and the potentials of their environment (**Dabour&Essafi, 2012, p. 18**).

Evaluation: According to Article 69 of Ministerial Publication No. 269/1241/91, which regulates the work of guidance counselors, evaluation is an educational process that falls within the daily school work of the educational institution. The counselor periodically assesses the performance of both the student and the school in all its components and determines the generalization method based on a decision by the Minister responsible for National Education.

X- Methodological Procedures of the Study

X.1. Study Limitations: The study was conducted on a sample of guidance counselors in the wilaya of Setif during the year 2024.

X.2. Study Methodology: The study relied on the descriptive methodology, which is suitable for this type of study to describe the degree of contribution of the guidance counselor in activating the educational system.

X.3. Study Population: The original study population consisted of all guidance counselors in the Setif province, with a total of 257 guidance counselors.

X.4. Study Sample: The study sample included 257 guidance counselors from the middle schools in the wilaya of Setif. The sample was determined using a survey method that covered all appointed guidance counselors in the wilaya of Setif.

X.5. Study Instrument: To achieve the study objectives and align with its methodology, the researchers designed an assessment scale based on the official documents issued by the Ministry of National Education, which include:

The specific tasks specified in Decision No. 827 dated 13/11/1991. The scale consisted of 33 items distributed across four domains. The first domain included 9 items representing the information tasks, while the second domain consisted of 9 items representing the guidance tasks. The third domain included 8 items representing the counseling tasks, and the fourth domain included 7 items representing the evaluation tasks.

XI- Validity of the Instrument: The researchers ensured the validity of the scale through two methods:

XI.1. Expert Validity: The scale was initially presented to a group of experts (specialized professors) who provided their observations and opinions regarding the relevance of the items to the study topic, their alignment with the field, and their linguistic accuracy. Based on these observations, some items were excluded, and others were modified, resulting in the final scale consisting of 33 items with three alternatives (high, moderate, weak).

XI.2. Internal Validity: The researchers verified the internal validity of the scale by conducting a pilot study on a small sample of guidance counselors. The results of the pilot study were analyzed using appropriate statistical methods to ensure the reliability and internal consistency of the scale.

Table 1: Correlation coefficients between items and their corresponding dimensions

Media Dimension	Guidance Dimension	Correlation Coefficient
1	10	0.68**
2	11	0.70**
3	12	0.64**
4	13	0.49**
5	14	0.43**
6	15	0.39*
7	16	0.50**
8	17	0.64**
9	18	0.70**
Instruction Dimension	Evaluation Dimension	Correlation Coefficient
19	27	0.53**
20	28	0.61**
21	29	0.39*
22	30	0.68**
23	31	0.68**
24	32	0.61**
25	33	0.64**
26	--	0.55**

Source: Compiled by the researchers based on SPSS results

The table (01) shows that the correlation coefficients between the items and their corresponding dimensions are high and statistically significant at a level of 0.05. The correlation coefficients between the items and the media dimension range from 0.39 to 0.70, between the items and the guidance dimension range from 0.51 to 0.78, between the items and the counseling dimension range from 0.39 to 0.68, and between the items and the evaluation dimension range from 0.52 to 0.75. This confirms the consistency of the items with their respective dimensions, indicating that the questionnaire items have internal validity.

Table 2: Correlation coefficients between dimensions and the total scale of the questionnaire

Dimensions	Correlation Coefficient
Media Dimension	
- With Guidance Dimension	0.62**
- With Counseling Dimension	0.54**
- With Evaluation Dimension	0.86**
- With Total Scale	0.86**
Guidance Dimension	
- With Counseling Dimension	0.59**
- With Total Scale	0.86**
Counseling Dimension	
- With Evaluation Dimension	0.78**
Evaluation Dimension	
- With Total Scale	0.82**

****Significant at the 0.01 level**

Source: Compiled by the researchers based on SPSS results

Table (02) indicates that the correlation coefficients between the dimensions are high, ranging from 0.47 to 0.66, and are statistically significant at a level of 0.01. The correlation coefficients between the dimensions and the total scale are also high, ranging from 0.78 to 0.86, and are statistically significant at a level of 0.01. Based on these results, the questionnaire exhibits a consistent internal structure among the dimensions and between the dimensions and the total scale.

Reliability: To ensure the reliability of the questionnaire scores, Cronbach's alpha coefficient and McDonald's omega coefficient were used for both the dimensions and the overall questionnaire.

Table 3: Reliability coefficients for the dimensions and the total scale

Dimensions	Number of Items	Alpha Coefficient	Omega Coefficient
Media Dimension	9	0.74	0.74
Guidance Dimension	9	0.80	0.80
Counseling Dimension	8	0.73	0.72
Evaluation Dimension	7	0.75	0.74
Total Scale	33	0.91	0.90

Source: Compiled by the researchers based on SPSS results

Table (03) shows that the reliability coefficients, alpha and omega, for the questionnaire dimension are high, ranging from 0.73 to 0.80. The reliability coefficients for the total scale are also high, with an alpha coefficient of 0.91 and an omega coefficient of 0.90. These results indicate that the questionnaire items within the four dimensions have high reliability.

XII-Results and Discussion:

To answer the study hypotheses regarding the contribution of guidance counselors in activating the educational system in the dimensions of media, guidance, counseling, and evaluation, means and standard deviations were used. Before addressing the hypotheses, three levels of contribution were defined based on dividing the response scores range by 3 ($3-1=2$) into three levels ($2/3=0.66$) as follows:

"From 1.00 to 1.66": Low contribution level.

"From 1.67 to 2.33": Moderate contribution level.

"From 2.34 to 3.00": High contribution level.

XIII- Hypothesis 1: "Guidance counselors contribute to activating the educational system through media to a moderate degree." To test this hypothesis, the arithmetic means and standard deviations of the responses of guidance counselors were used to determine the degree of contribution through media in activating the educational system.

Table 4: Correlation coefficients between dimensions, and dimensions by the total degree of the survey

Statements	Number of Individuals	Mean	Standard Deviation	Contribution Degree	Rank
Ensures media liquidity	257	2.79	0.42	Large	2
Contributes to the development of educational communication channels	257	2.62	0.54	Large	7
Contributes to the preparation of joint documents with the training and vocational education sector	257	2.17	0.79	Medium	9

Contributes to the preparation of media guidance and awareness documents	257	2.67	0.53	Large	6
Activates media sessions	257	2.83	0.38	Large	1
Organizes meetings between students	257	2.79	0.42	Large	2
Informs students about everything related to their academic path	257	2.79	0.47	Large	2
Activates the media file	257	2.79	0.47	Large	2
Attends and organizes the national media week	257	2.50	0.51	Large	8
Media Dimension	257	2.67	0.29	Large	**/ **

Source: Compiled by the researchers based on SPSS results

Table 4 shows the correlation coefficients between dimensions and the total score of the questionnaire. The table indicates that the contribution of guidance counselors through media in activating the educational system is significant. The arithmetic mean of the responses of guidance counselors on the media dimension was 2.66, which falls within the "high contribution" range (2.34-3.00) with a standard deviation of 0.29.

The arithmetic means of the responses on the media dimension ranged from 2.50 to 2.83, with standard deviations ranging from 0.38 to 0.54, except for statement number 3, which states that "they contribute to preparing joint documents with the training and vocational education sector" with an arithmetic mean of 2.17, falling within the "moderate contribution" range (1.67-2.33) with a standard deviation of 0.79. Therefore, the hypothesis shows that guidance counselors have contributed to activating the educational system through media to a high degree.

XIII.1. Interpretation of Hypothesis 1:

Table 5 shows the arithmetic means and standard deviations of the responses of guidance counselors on the guidance dimension. The arithmetic mean of the responses on the guidance dimension was 2.71, falling within the "high contribution" range (2.34-3.00) with a standard deviation of 0.29. Thus, the contribution of guidance counselors in activating the educational system through guidance is significant.

The arithmetic means of the responses on the guidance dimension ranged from 2.62 to 2.93, which fell within the "high contribution" range (2.34-3.00) with standard deviations ranging from 0.26 to 0.63. Based on these results, Hypothesis 2 indicates that guidance counselors contribute to activating the educational system through guidance to a high degree.

Table 5: Arithmetic Means and Standard Deviations of the Guidance Counselors' Response Scores on the Guidance Dimension

Statements	Number of Individuals	Mean	Standard Deviation	Contribution Rank
Identifies students' characteristics	257	2.84	0.43	K
Studies students' preferences based on academic results	257	2.92	0.37	K
Assists students in reconciling their abilities and aspirations	257	2.80	0.45	K
Identifies students' inclinations using interest surveys	257	2.78	0.52	K
Helps students build their future personal project	257	2.76	0.46	K
Explains the preference card	257	3.04	0.24	K
Contributes to the study of the preference card	257	2.92	0.37	K
Studies the gradual guidance of students participating in departmental councils and admission and guidance councils	257	2.73	0.47	K
Prepares for the work of appeal committees	257	2.61	0.60	K
Guidance Dimension	257	2.83	0.25	K

Source: Compiled by the researchers based on SPSS results

XIV- Interpretation of Hypothesis 2:

Since educational media is the only effective means to help students overcome difficulties in terms of education and career choices, it is necessary for the Ministry of National Education to provide a specialized and competent person in the form of a guidance counselor. This counselor should go beyond the promotional aspect of media (providing information only) and embody it in its educational form (building student competence) by providing accurate information specified in ministerial circulars and any new developments in the vocational training and employment sector. This will enable students to refine and correct their choices and make informed decisions about their future in line with their mental and skill capabilities and interests, in consultation with the guidance counselor. Consequently, it will be possible to link

educational institutions (middle schools and high schools) with the student's social environment on one hand, and the needs of economic institutions (qualitative and specialized requirements of the job market) on the other.

XIV.1 Regarding Hypothesis 2, since the guidance law of national education issued in 2008 has defined the roles of all those involved in the field of national education based on professional, academic, training, and legal considerations, guidance counselors are required to guide students. They are the most qualified and capable of this process by guiding students to scientific or literary branches that align with their desires, abilities, and guidance requirements (availability of educational seats), or guiding them to vocational or technical training institutes. This can only be achieved by relying on scientific foundations and an educational guidance approach possessed only by guidance counselors, despite the limited impact of enrollment rates in less popular branches such as technical sports.

Table 6: Arithmetic Means and Standard Deviations of the Guidance Counselors' Responses Scores

Statements	Number of Individuals	Mean	Standard Deviation	Contribution Rank
Helps students adapt to the school environment	257	2.85	0.39	High
Helps students enhance their self-confidence	257	2.81	0.42	High
Guides students on how to utilize their leisure time	257	2.79	0.44	High
Provides programs for developing basic skills	257	2.42	0.53	Moderate
Embodies the principle of mediation within the educational institution	257	2.65	0.54	High
Facilitates communication and resolves conflicts and disputes	257	2.61	0.50	High
Accompanies and mentally and pedagogically prepares them for exams	257	2.82	0.51	High
Contributes to activating listening and follow-up committees	257	2.77	0.56	High
Guidance Dimension	257	2.74	0.28	High

The source: Prepared by the researchers based on SPSS results

It is evident from Table (06) that the contribution of the guidance counselor in activating the educational system through counseling is significant, considering that the mean score of the guidance counselors' responses was (2.63) on the guidance dimension, falling within the "significant contribution" range (2.34-3.00) with a standard deviation of (0.29).

Looking at the guidance counselors' responses on the guidance dimension, the contribution was significant with mean scores ranging between (2.48-2.83) and standard deviations ranging between (0.38-0.58), except for statement number (22) which states "provides programs for developing basic skills" with a mean score of (2.29) and a standard deviation of (0.55). Therefore, the hypothesis results reveal that the guidance counselor contributes significantly to activating the educational system through counseling.

XV- Interpretation of the results of the third hypothesis

The field of counseling is one of the prominent activities carried out by the guidance counselor to a great extent on a daily and continuous basis throughout the academic year due to the high need of students for counseling services, whether related to family problems, psychological difficulties, educational challenges, or academic issues. Thus, the counseling process aims to provide preventive therapeutic services on one hand and developmental services on the other hand.

Table 7: Arithmetic Means and Standard Deviations of the Grades of Guidance Counselors' Responses on the Evaluation Dimension.

Statements	Number of Individuals	Mean	Standard Deviation	Contribution Rank
Utilizes diagnostic test results	257	2.45	0.56	Moderate
Compares diagnostic text with semester results	257	2.62	0.48	Moderate
Analyzes semester results	257	2.83	0.41	High
Justifies official exam results	257	2.90	0.42	High
Compares semester results with official exams	257	2.93	0.33	High
Contributes to activating coordination councils among teachers	257	2.34	0.57	Moderate
Contributes to conducting studies and research aimed at improving the guidance class and academic performance	257	2.38	0.65	Moderate
Evaluation Dimension	257	2.64	0.29	High

The source: Prepared by the researchers based on the results of SPSS.

From all of this, the qualitative development experienced by guidance confirms the relationship that should exist between the student and the guidance counselor, and thus transforming it from a one-way method to a connection that the guidance counselor operates through his counseling activities (individual and group interviews), especially direct and indirect meetings with students to investigate special cases or cases discussed in educational councils, listening cells, or guidance committees, and to make modifications or changes in perceptions or behaviors that contradict religion, social customs, or internal school regulations. All of this highlights the urgent need to appoint guidance counselors in educational institutions.

XVI- Results of the fourth hypothesis

The fourth hypothesis states that: "The guidance counselor contributes to activating the educational system through assessment to a moderate degree." To answer this hypothesis, the arithmetic means and standard deviations were calculated to determine the degree of contribution of guidance counselors in activating the educational system through assessment.

Table 7: Results of arithmetic means and standard deviations of the responses of guidance counselors on the assessment dimension

Statements	Number of Individuals	Mean	Standard Deviation	Contribution Rank
Utilizes diagnostic test results	257	2.45	0.56	Moderate
Compares diagnostic text with semester results	257	2.62	0.48	Moderate
Analyzes semester results	257	2.83	0.41	High
Justifies official exam results	257	2.90	0.42	High
Compares semester results with official exams	257	2.93	0.33	High
Contributes to activating coordination councils among teachers	257	2.34	0.57	Moderate
Contributes to conducting studies and research aimed at improving the guidance class and academic performance	257	2.38	0.65	Moderate
Evaluation Dimension	257	2.64	0.29	High

The source: Prepared by the researchers based on the results of SPSS.

Table 7 shows that the arithmetic mean of the responses of guidance counselors on the assessment dimension falls within the "high contribution" level (2.34-3.00), with a mean of 2.57 and a standard deviation of 0.33, confirming that the contribution of the guidance counselor in activating the educational system through assessment is high.

The arithmetic means of the responses of guidance counselors on the assessment dimension range from 2.38 to 2.86, falling within the "high contribution" level (2.34-3.00) with standard deviations ranging from 0.35 to 0.58. Except for statements 32 and 33, which fall within the "moderate contribution" level (1.67-2.33), where statement 32 states "Contributes to activating coordination councils among teachers" with an arithmetic mean of 2.26 and a standard deviation of 0.59, and statement 33 states "Contributes to conducting studies and research aimed at improving the guidance class and academic performance" with an arithmetic mean of 2.31 and a standard deviation of 0.68. Thus, the hypothesis concludes that the guidance counselor contributes to activating the educational system through assessment to a high degree.

XVI.1. Interpretation of the results of the fourth hypothesis

The significant importance of the role played by the guidance counselor in the evaluation process is highlighted through the wide range of tasks assigned to them within the annual estimated program for guidance counselors established by the Ministry of National Education. These tasks include analyzing official and semester exam results, monitoring students with low academic achievement, monitoring the results of repeating students, and monitoring the results of supplementary students. The guidance counselor also continuously monitors the students' results in each semester to eliminate obstacles to success and improve their academic performance by following a plan to improve the results.

These results are obtained by the guidance counselor from the digital program of the educational institution they are assigned to or the results sent by the educational and vocational guidance center in the form of raw numbers and statistics. However, the analytical reading of these numbers and statistics, questioning them, and transforming them into meaningful interpretations and providing them in a detailed report, semester study, or annual study required by the educational organization and the guidance center can only be done by the guidance counselor because they are the most suitable and competent person in this field.

XVII- Results of the general hypothesis

The general hypothesis states that "The guidance counselor contributes to activating the educational system to a moderate degree." To verify this hypothesis, arithmetic means and standard deviations were used to determine the degree of contribution of guidance counselors in activating the educational system in its dimensions: information, guidance, counseling, and assessment.

The table (08) shows that the contribution of guidance counselors in activating the educational system is significant. The average score of their responses on the questionnaire was 2.65, which falls within the "high contribution" range (2.34-3.00) with a standard deviation of 0.25. The contribution of guidance counselors in activating the educational system through communication, guidance, counseling, and evaluation is also high, with average scores falling within the "high contribution" range (2.34-3.00). The guidance dimension ranked first with an average score of 2.71 and a standard deviation of 0.29, followed by the communication dimension with an average score of 2.66 and a standard deviation of 0.29. The counseling dimension ranked third with an average score of 2.63 and a standard deviation of 0.29, while the evaluation dimension ranked last with an average score of 2.57 and a standard deviation of 0.33.

Table 8: Arithmetic Means and Standard Deviations of Advisors' Response Scores on the Questionnaire Dimensions and Total Score

Dimension	Mean	Standard Deviation	Contribution Degree	Rank
Dimension 1	2.67	0.28	Large	2
Dimension 2	2.72	0.27	Large	1
Dimension 3	2.64	0.28	Large	3
Dimension 4	2.58	0.32	Large	4
Dimension 5	2.66	0.24	Large	5
Total	2.68	0.27	Large	-

Source: Prepared by the researchers based on SPSS results.

The results of the general hypothesis indicate that guidance counselors contribute significantly to the activation of the educational system in its dimensions of communication, guidance, counseling, and evaluation.

Interpreting the results of the general hypothesis, we can conclude that guidance counselors play a crucial role in activating the educational system based on their specialized knowledge and professional experience. Their absence from educational institutions would create a significant gap in the activation of the educational system. Guidance counselors should consider the student's problem from all angles and use all available means to help solve it. They should be flexible in choosing the appropriate approach that meets the individual's needs and the academic and social problems they face. The final decision in any guidance process should be made by the student based on their free choice and their responsibility as a targeted competence.

XVIII-Conclusion:

The results obtained from the four partial hypotheses and the general hypothesis indicate that guidance counselors provide essential services that should be included in the process of school and career guidance. These services help students in their professional and personal growth, selecting projects and activities that guide them towards holistic development, enhancing their abilities, and expressing their needs according to their school and social environment. The effectiveness of guidance counselors in activating the educational system is evident through their various activities in communication, counseling, guidance, and evaluation, as well as their participation in different councils throughout the academic year.

XIX- Recommendations on the Study:

XIX.1. Emphasizing the Importance of the Guidance Counselor's Role:

- The study results emphasize the importance of the guidance counselor's role in activating the educational system.
- The Ministry of National Education and other stakeholders should pay more attention to the role of the guidance counselor.

XIX.2. Improving Guidance Counselor Training Programs:

- The study showed that there are some aspects of the work of guidance counselors that need improvement.
- The Ministry of National Education and other stakeholders should work on improving guidance counselor training programs to provide them with the skills they need to perform their work better.

XIX.3. Developing New Tools for Evaluating Guidance Counselor Performance:

- The study showed that the current tools for evaluating guidance counselor performance are not sufficient.
- The Ministry of National Education and other stakeholders should work on developing new tools to evaluate the performance of guidance counselors more accurately.

XIX.4. Strengthening Cooperation between Guidance Counselors, Teachers, and Parents:

- The study showed that cooperation between guidance counselors, teachers, and parents is essential to ensure the success of the guidance process.
- The Ministry of National Education and other stakeholders should work on strengthening cooperation between guidance counselors, teachers, and parents.

XIX.5. Providing More Support for Guidance Counselors:

- The study showed that guidance counselors need more support from the Ministry of National Education and other stakeholders.
- The Ministry of National Education and other stakeholders should provide more support for guidance counselors by providing them with the necessary resources and improving their working conditions.

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