

The impact of culture on the structure of social perceptions of the professional future among students L.M.D

تأثير الثقافة في هيكل التصورات الاجتماعية للمستقبل المهني لدى طلبة ل.م.د

Jouabi lakhdar*
University of Blida2
Email: jouabilakhdar@yahoo.fr

Ailane Zakari
University of Blida2
Email: z_ailane@yahoo.fr

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ملخص:

هدفت هذه الدراسة لمحاولة فهم تأثير الثقافة في هيكل التصورات الاجتماعية للمستقبل المهني لدى طلبة نظام د.م.ل على عينة من الطلبة المتكونين في نظام د.م.ل من جامعتي وجامعة 2 و 1 البلدية من 2 الجزائر تخصصات علوم التكنولوجيا والآداب واللغات وطلبة العلوم الاجتماعية للسنة الثالثة ليسانس المقبلين على التخرج طالب 570 عددهم وطالبة استخدمنا فيها أداة لجمع البيانات من اعداد الباحث تقيس التصورات المهنية

الكلمات المفتاحية: الثقافة، التصورات الاجتماعية، نظام ل م د

Abstract:

This study aimed to try to understand the impact of culture on the structure of social perceptions of the professional future among students of the L system.M.D on a sample of students formed in the L system.M.D from the Universities of Blida 1 and 2 and the University of Algiers 2, specializing in technology sciences, literature and languages. The number of social sciences students for the third year of the bachelor's degree who are about to graduate is 570 male and female students. We used a data collection tool prepared by the researcher that measures professional perceptions.

Key words: Culture.Social perceptions.LMD system

* Corresponding author

Introduction:

Higher education extends beyond being a mere continuation of the learning process; it constitutes a fundamental pillar of global human development. It not only equips individuals with advanced competencies required across diverse labor markets, but also provides essential training for professionals such as educators, physicians, nurses, civil servants, engineers, scholars in the humanities, entrepreneurs, scientists, and social scientists, among many others. These qualified individuals acquire the intellectual capacity and analytical skills necessary to stimulate economic growth, strengthen civil society, educate future generations, ensure effective governance, and make critical decisions that shape societies as a whole.

It may therefore constitute a significant source of anxiety and psychological pressure. In this regard, the findings of a study conducted by Fisher (1994) indicate that the transition to university is often accompanied by the onset of anxiety and psychosomatic disorders among approximately one-third of first-year students, particularly those who have been separated from their families in order to pursue their studies. Furthermore, the study revealed that all newly enrolled students experienced a period of heightened stress and anxiety during the first six weeks following their entry into university. (Ghayad & Snake, 2020)

If university-related experiences constitute a source of concern and pressure for first-year students within well-established educational systems in developed countries such as Britain and France, it is legitimate to question the psychological state of Algerian students who have recently entered university under the new LMD (Licence–Master–Doctorate) system. This concern is further amplified by the fact that, even after more than a decade of its implementation, the defining features and outcomes of this system remain insufficiently clarified.

Within this framework, a number of empirical investigations have been conducted, most notably *Assessment in the LMD System: Challenges and Expectations*, which examines a central dimension of the teaching–learning process, namely student assessment, from a strictly learner-centered perspective. The study sought to analyze

students' perceptions, attitudes, and levels of understanding regarding the criteria, procedures, and standards of evaluation implemented under the LMD system.

It is essential to emphasize that assessment within this system is structured along two complementary dimensions: continuous assessment, conducted throughout the academic semester, and summative evaluation, administered at the end of each semester in the form of final examinations. The overall academic performance is subsequently determined through a weighted aggregation of these components, in accordance with predefined evaluation criteria. Furthermore, the system adopts a diversified assessment framework encompassing written examinations, quizzes, assignments, oral presentations, and analytical essays, thereby aiming to capture multiple dimensions of student performance.

Findings derived from online interviews and questionnaire-based data collected from a sample of twenty-one students at Chlef University reveal a critical issue related to assessment literacy. Specifically, a considerable proportion of respondents demonstrated a limited understanding of the grading framework and evaluative criteria underpinning the LMD system, particularly with respect to the distribution of credits across academic modules. In addition, several participants reported that an excessive preoccupation with grades may adversely affect the development of higher-order cognitive skills and impede meaningful knowledge acquisition.

Notwithstanding these concerns, the study also indicates a generally positive student disposition toward the reformed assessment model, particularly its integrative approach, which combines continuous coursework with summative examinations. This hybrid evaluative structure is perceived as a more comprehensive and equitable means of assessing academic achievement. (Hanifi, 2018)

This issue is not confined to Algerian students and their attitudes toward the LMD system; rather, it extends to students of diverse national contexts. A number of scholars have investigated students' perceptions of this reform, including the study entitled *Analyse de la perception des étudiants sur la satisfaction et l'employabilité après l'introduction du système LMD en Guinée*. This research examines Guinean

students' perceptions of the implementation of the LMD reform, with particular emphasis on levels of satisfaction and perceived employability.

Methodologically, the study relies on descriptive statistical analysis and the Logit model, drawing on data collected from a survey administered to 465 students across three universities in Guinea. The findings reveal a generally positive perception of the LMD system; however, this perception is not uniform and is influenced by several determining factors, notably students' level of understanding of the system and their comparative evaluation of similar educational frameworks in other countries.

More specifically, the results indicate that students who are adequately informed by institutional authorities and who perceive the LMD system as aligned with labor market requirements tend to express higher levels of satisfaction. Conversely, insufficient awareness and limited institutional communication appear to negatively affect students' attitudes.

In light of these findings, the study underscores the necessity for university authorities to intensify informational and awareness-raising initiatives aimed at enhancing students' understanding of the LMD system. It further recommends strengthening the capacities of institutional actors to address structural and financial constraints, while ensuring an effective and context-sensitive implementation of the reform. (Mamadou et al., 2025)

Within this context, and grounded in the paradigm of social interaction, the various actors engaged in the university learning process develop differentiated cognitive and symbolic representations of academic training under the LMD system. Nevertheless, the present study is primarily concerned with students' beliefs and perceptions regarding their prospective professional trajectories, insofar as they constitute central and active agents within the pedagogical dynamic.

This analytical orientation is theoretically substantiated by the contributions of Albert Bandura (1986) and Claude Dubar (2000a), who emphasize the decisive role of cognitive constructs—most notably perceived self-efficacy and representations of personal development—in the regulation of motivation, the structuring of behavior,

and the optimization of performance outcomes. From this perspective, such perceptions are not merely individual dispositions but constitute fundamental mechanisms in the process of identity construction, thereby enabling effective social and professional integration. (De Wit & Altbach, 2021)

Therefore, it seems important to identify the levels of self-efficacy among university students subject to the new system (L.M.d) As an indicator based on their success in their studies and their ability to cope with the events of university life, it may also be useful in this context to determine indicators of the psychological livelihood of these students, in addition to identifying their perceptions of their professional future and the place that work occupies in their lives and knowing whether work has value and the means to gain strength, and personal value in self-realization. Based on this problem, we ask the following question:

Does culture affect the structure of social perceptions of the professional future of students who are formed according to the new system (L, M, D)?

Research objectives:

- Exploring students' social perceptions of their professional future according to their culture.
- Knowing students' opinions about employment prospects after obtaining the certificate.
- Determining the structure of these perceptions and identifying the elements involved in their formation according to the nucleus theory to analyze the formation and development of social perceptions.

Definition of perceptions:

Perception may be defined as the process through which sensory stimulation is transformed into organized and meaningful experience. The resulting experience, or percept, emerges from the dynamic interaction between external stimuli and the underlying cognitive processes involved in their interpretation.

Empirical relationships identified between different forms of sensory input—such as light waves and sound waves—and their corresponding perceptual outcomes provide a basis for drawing inferences about the fundamental properties of the perceptual process. On the basis of such inferences, theoretical models of perception can be systematically developed and refined.

However, given that perceptual processes are inherently subjective and not directly observable—except through the immediate experience of the perceiver—the validation of perceptual theories remains necessarily indirect. Consequently, theoretical propositions must be evaluated through the derivation of testable hypotheses, which are then confronted with empirical evidence, often obtained through controlled experimental methodologies. (Epstein, 2020)

2-types of Perception:

Perception in psychology is typically classified according to the sensory modalities through which environmental stimuli are received and processed. These modalities include visual, olfactory, tactile, auditory, and gustatory perception. In most cases, these sensory systems operate in an integrated and simultaneous manner, enabling individuals to construct a coherent and meaningful perceptual representation of their environment.

From a cognitive psychological perspective, perception extends beyond simple sensory registration to include more complex forms of information processing. In this regard, person perception refers to the ability to interpret social cues in order to understand others and manage interpersonal relationships effectively. Likewise, social perception concerns the ways in which individuals construct representations of social groups and societal structures, a process that is often influenced by cognitive biases such as stereotypes and overgeneralizations.

Another important dimension is selective perception, which refers to the cognitive tendency to focus attention on certain aspects of the environment while disregarding others. This process is shaped by factors such as prior experience, expectations, motivational states, and individual differences.

Overall, these different forms of perception collectively enable individuals to interpret, organize, and interact with their environment in a coherent and meaningful manner, thereby facilitating adaptive psychological and social functioning.

3-Perception Process

To better understand how we become aware of and respond to stimuli in the world around us, it can be helpful to look at the perception process. This varies somewhat for every sense.

In regard to our sense of sight, the perception process looks like this:

Environmental stimulus: The world is full of stimuli that can attract attention. Environmental stimulus is everything in our surroundings that has the potential to be perceived.

Attended stimulus: The attended stimulus is the specific object in the environment on which our attention is focused.

Image on the retina: This part of the perception process involves light passing through the cornea and pupil onto the lens of the eye. The cornea helps focus the light as it enters, and the iris controls the size of the pupils to determine how much light to let in. The cornea and lens act together to project an inverted image onto the retina.

Transduction: The image on the retina is then transformed into electrical signals through a process known as transduction. This allows the visual messages to be transmitted to the brain to be interpreted.

Neural processing: After transduction, the electrical signals undergo neural processing. The path followed by a particular signal depends on what type of signal it is (for example, an auditory signal or a visual signal).

Perception: In this step of the perception process, you perceive the stimulus object in the environment. It is at this point that you become consciously aware of the stimulus.

Perception is not limited to the conscious awareness of sensory stimuli; it also involves higher-order cognitive processes through which incoming information is organized, interpreted, and assigned meaning. This interpretative stage, commonly referred to as recognition, involves the brain's capacity to classify sensory input and to construct a coherent understanding of the perceived object or event. In other words, recognition enables individuals to move beyond raw sensory data toward meaningful interpretation.

Following recognition, the perceptual process extends to the action phase, which involves the generation of motor responses in reaction to the perceived stimulus. These responses may vary in complexity, ranging from overt behavioral reactions—such as moving toward an individual in distress—to subtle physiological or reflexive actions, such as blinking in response to airborne particles.

Collectively, these stages illustrate that perception is a dynamic and integrated process linking sensory input, cognitive interpretation, and behavioral output . (Goldstein, 2002)

Field study:

Research sample:

The study was conducted at universities located in the center of the country, namely the Universities of Algiers, the University of Blida, the University of Tipaza, the University of Boumerdes, and the University of El Khemis. A non-probability cross-sectional sample was formed from graduate students from the aforementioned universities. Its final size was 567 male and female students studying under the L system. M. Dr. As shown in Table 2, most of the respondents are from the universities of Algiers and the University of Blida.

•research tool:

The research required building a ladder that allows identifying the structure of perceptions of a specific group, which is the category of university students subject to the new educational system. M. D Building the scale required two stages, the first stage was collecting statements indicating students' perceptions of their professional

future after obtaining a bachelor's degree under the new system (LMD) in order to build the scale.

Study results:

1.Comparing students' perceptions by geographical location of universities

1.1- Components of perceptions of the professional future of male and female students at the University of Blida

The structure of perceptions of the professional future of students at the University of Blida, regardless of their scientific specializations, was analyzed, as the results of the factor analysis using the basic compounds method showed the presence of two axes, the first of which represents the nucleus of the perception of the professional future, while the second factor expresses the surrounding factors. The results show that the core-forming elements explain 30.11% of the general variance and that the second axis explains 23.37% of the general variance (see Table 1), which means that the perceptions of the students of this university are well-defined.

Table (01): Matrix of correlations between elements of the perception structure of students at the University of Blida

	J o b opportunit ies in the world of (work (1	S o c i a l appreciati (o n (2	T h e relationshi p between training and the world of (work (3	Personal develop (ment (4	H i s personal position in the l a b o r m a r k e t ((5	Evaluati o n o f educatio n a l attainme (n t (6	Commun i t y perceptio n o f L M D configura (tion (7
(1)	1,000	,353	,246	,299	,184	,307	,279
(2)		1,000	,089	,423	,151	,361	,361
(3)			1,000	,053	-,056	,053	,157
(4)				1,000	,133	,354	,325
(5)					1,000	,491	-,002
(6)						1,000	,176
(7)							1,000

The first axis (the first factor), which we consider to be the nucleus of the professional future perceptions of students at the University of Blida, includes the following dimensions: Society's perception of university training using the L system. M. D, social appreciation, and perception of job opportunities in the world of work, in this order. The results of the correlation matrix showed strong correlations between these three components, ranging between $r = 0.27$ and $r = 0.36$. These factors, especially the perception of job opportunities in the world of work, also have positive and strong correlations with all other surrounding dimensions, ranging between $r = 0.18$ and $r = 0.35$.

Table (02): The basic (core) and peripheral components of the professional future vision of students at the University of Blida

	The first factor (the nucleus)	The second factor (the ocean)
latent value	2,108	1,270
% before recycling	35,349	18,141
% after recycling	30,114	23,375
Bartlett's circularity test		
DH = 21	Correlations Ka2 = 311,852	
Community perception of LMD training	,716	
Social appreciation	,666	
Visualizing job opportunities in the world of work	,648	
Personal development	,608	
Visualize his personal position in the labor market		,844
Evaluating educational attainment		,766

2.1- Components of perceptions of the professional future of male and female students at the University of Algiers

The structure of the perceptions of the professional future of students at the University of Algiers, regardless of their academic specializations, was analyzed. The results of the factor analysis using the basic components method showed the presence of two axes. The first represents the nucleus of the perception of the professional future, while the second factor expresses the surrounding factors. The results show that the core elements explain 30.11% of the general variance and that the second axis

explains 23.37% of the general variance (see Table 4), which means that the perceptions of the students of this university are well defined.

Table (03): Matrix of correlations between components of perceptions among students
at the University of Algiers

	Job opportunities in the world of work (1)	Social appreciation (2)	The relationship between training and the world of work (3)	Personal development (4)	His personal position in the labor market (5)	Evaluation of educational attainment (6)	Community perception of LMD configuration (7)
(1)	1,000	,333	,209	,391	,206	,321	,357
(2)	,333	1,000	,020	,356	,139	,438	,363
(3)	,209	,020	1,000	-,051	,046	-,050	,185
(4)	,391	,356	-,051	1,000	,218	,298	,337
(5)	,206	,139	,046	,218	1,000	,445	,178
(6)	,321	,438	-,050	,298	,445	1,000	,172
(7)	,357	,363	,185	,337	,178	,172	1,000

The first axis (the first factor), which we consider to be the nucleus of the professional future perceptions of students at the University of Blida, includes the following dimensions: evaluation of academic achievement, then social assessment and personal development, in that order. The results of the correlation matrix showed strong correlations between these three components, ranging between $r = 0.29$ and $r = 0.43$. These factors, especially the evaluation of educational attainment, also have positive and strong correlations with all other surrounding dimensions ranging between $r = 0.17$ and $r = 0.44$, except for after imagining the relationship between training and the world of work, where the correlation was equal to $r = -0.05$. It should be noted that the relationship of this last dimension with the rest of the dimensions was weak and negative in some cases (see Table No. 30).

Table (04): The basic (core) and peripheral components of imagining the professional future of students at the University of Algiers

	The first factor (the nucleus)	The second factor (the ocean)
latent value	2,547	1,175
% before recycling	36,380	16,792
% after recycling	31,774	21,398
Bartlett's circularity test		
Correlations Ka2 = 311,852 DH = 21		
Community perception of LMD training	,803	
Social appreciation	,634	
Visualizing job opportunities in the world of work	,631	
Personal development	,604	
Visualize his personal position in the labor market		,779
Evaluating educational attainment		,641
Community perception of LMD training		,584

Interpretation of results:

- Structure and arrangement of perception components according to the geographical location of universities: Through this comparison, we aim to determine whether the geographical location of the university affects students' perceptions of their professional future, as many international universities are located in regions that are compatible with the scientific specializations available therein. Rather, they are established in regions that cover the economic and service fabric already existing in the region. A comparison was made between students from the Universities of Blida and Algiers, as shown in Table 39.

Table (05): Core elements and surrounding elements of students' perception of their professional future according to the geographical location of the university

	Core elements	Saturation	Ocean elements	Saturation
Blida	Society's perception of formation with a system of. M. D	, 7 1 6	Visualize his personal position in the labor market	, 8 4 4
	Social appreciation	, 6 6 6	Evaluating educational attainment	, 7 6 6
	Visualizing job opportunities in the world of work	, 6 4 8		
	Personal development	, 6 0 8		
Algiers	Evaluating educational attainment	, 8 0 3	Visualizing the relationship between training and the world of work	, 7 7 9
	Social appreciation	, 6 3 4	Society's perception of formation with a system of. M. D	, 6 4 1
	Personal development	, 6 3 1	Visualizing job opportunities in the world of work	, 5 8 4
	Visualize his personal position in the labor market	, 6 0 4		

The large number of holders of theoretical university degrees and the lack of suitable jobs have made the university graduate accept any job, even if it does not suit him. Hence, the employer prefers the holder of a university degree over the other, while in the past it was the opposite.

Parents' interference in choosing a girl causes her many psychological problems, the most prominent of which is feeling dissatisfied with herself and failing in university and professional life after graduation, because she specialized in a field that may not suit her and her inclinations since childhood, and this may make her feel psychological suffering, especially if she sees her colleagues specializing in fields they desire.

conclusion:

It is clear from the results of the current research that the field results are consistent with the frameworks of social perceptions theory, especially the nucleus theory, as the results showed that students' social perceptions of their professional future are structured around a nucleus that includes functional and normative elements, regardless of the level of analysis of these perceptions. According to this perspective, the perception of job opportunities in the labor market can be considered a functional element that allows for the development of normative elements, especially personal development and achieving social appreciation.

It has also been shown that studying perceptions is only useful by making comparisons between groups, and it has actually been shown that there are differences in organizing the structure of students' perceptions of their professional future according to the geographical location in which the university is located. Although the structures of perceptions contained the same elements, the latter oscillated between core elements and surrounding elements, and some elements were essential to all categories, represented by social appreciation and personal development. The confirmation of these theoretical frameworks demonstrated that there were no differences in the elements structuring social perceptions of the professional future between Algerian students and other Arab and non-Arab students, as the structure of these perceptions revolved around the elements of social appreciation, personal development, and the perception of job opportunities in the world of work

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