

The Vocational project and its connection to demographic variables among high school second-year students A descriptive study at the Martyr Melody Al-Aroussi School in El Oued

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Abstract: The current study aims to explore the relationship between vocational project and some demographic variables among second-year secondary school students. The study was conducted on a sample of 150 students at the Martyr Meloudi El-Arousi High School in El Oued. The study relied on the Career Project Scale developed by the researcher. To achieve the objectives of the study, the descriptive correlational method was used, and the results were analyzed statistically using the (SPSS) program. The main findings of the study:

1. There are no differences in the career project scores between male and female Students.
2. There are no differences in the career project scores between Students of scientific specialization and literary specialization.

Keywords: project; vocational project; second-year secondary school students.

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I- Introduction :

The issue of preparing the student for his future project has become one of the concerns of the educational system, because it is a factor that helps the student to choose the appropriate vocational guidance and academic specialization that suits him, as it represents one of the decisions that determine the student's future, whether academic or vocational. Several studies and research in the fields of education have referred to what is called the student's vocational project, and the interest in this term has increased due to the very deep meaning it carries regarding the future of the individual in his academic path and up to his professional world in determining the future profession, as guidance and guidance practitioners and specialists in education emphasize that it is necessary in the current era for students to train on appropriate professional choices in order to successfully plan their professional and social futures.

In light of this, **the Zagawa (2012) study** emphasized that the project occupies a central position in the thinking of young people, i.e. it forms the physical and intellectual characteristics that allow the adolescent to question his identity and his future destination, and thus becomes The adolescent possesses a vision that pushes him to develop specific goals, determine the time scale for achieving them, and plan for them. However, this is not easy for him, as we often do not find a student who has the ability to make a decision, that is, he has no idea what he can plan about his future career, how to build his personal project, and what is most appropriate for him and closest to his personal inclinations, qualifications and abilities.

We find that some students, after completing their studies or training, find that the specialization or profession they have chosen does not suit their aptitudes and capabilities, and this is due to poor selection of the appropriate professional specialization due to their lack of information about the world of professions and about themselves, or their lack of knowledge of their professional interests, or their study of a specialization without developing a plan or building a personal professional project that helps them to choose their academic specialization or training in a specific profession or trade commensurate with their professional qualifications to enter the future world of work to achieve their goals and meet their needs.

According to Qadi and others (1981), the project is a future strategy that aims to get the student to make a decision in the end by himself. It is the training of the student to be the center of the decision-making process for his academic and vocational future after he receives guidance about majors and professions and what each type of study requires. (Qadi and others ,1981 ,p.29)

Butent defines "Vocational project" as "an operational expectation of a desired future." In modern society, the vocational project is closely related to the level of education, in addition to the acquired dispositions of the student, or habitus, which represents a familial symbolic system transmitted to the student through the socialization process (collectively). This varies according to each social class and the culture that distinguishes it, its legitimacy in society, and its acceptance and compatibility with the educational institution's culture (Boulahach, 2010, p. 12)

The student's choice of a specific and well-defined course of study inevitably leads to a specific professional horizon in the future, which significantly guarantees the student a happy working life in which the concept of self-assertion in the society in which he lives is enshrined.

The concept of the student's personal project was recently introduced as a form of changing the traditional view of school and vocational guidance based solely on the student's academic results, but has become based on several basic elements such as mental abilities, tendencies, attitudes,

aptitudes and personality traits, as a comprehensive identification of the various aspects and personal variables of the student helps in determining the features of his academic and vocational project, especially at the stage of secondary education where the personality of the adolescent is crystallized in all psychological, physical, social and behavioral aspects.

The secondary stage is considered one of the most important stages that students go through, during which the social and professional personality of the adolescent is formed, as it is considered a distinct stage in the student's academic life, as it prepares him to be a straightforward person in his behavior capable of production and construction (Gul, 2008, p. 18) "as an important link in the chain of educational stages that receive students and prepare them to continue their university education."

In the same context, **Judith** defined the secondary stage as a period of life in which emotional maturity and thinking are low because the individual's life experiences are limited, and this period falls between the end of late childhood and the beginning of the stage of adulthood.(Suleiman Youssef, 2014, 10) Therefore, the secondary stage is important in that it provides students, whether male or female, with knowledge in order to reinforce and crystallize the ideas and cultures built in their family environment in order to transfer their theoretical knowledge into scientific and practical application to form the image of the future vocational project.

They may influence their career choice and their perceptions about this project through their interaction and friction with the group of comrades and friends in the classroom, the school environment and beyond, as well as the exchange of opinions and ideas on websites and chatting. We also find at this stage that many students want to build a picture of their vocational project through their own inclinations and desires or through the wishes of their families, and we find many variables that affect the choices and career path of the student.

For reference, a number of studies were used to analyze and interpret the results of the current study, and the following is a presentation of some of these studies that dealt with the vocational project variable:

The study of Zagawa (2012) aimed at revealing the perceptions of students of the life project according to the variables of gender (males and females), specialization (science, technology and social sciences) and the standard of living of the family (high - medium - low), where this study was applied to a sample of 100 male and female students, and after analyzing the results, the study concluded that there is a high level in the total score of the tool in the field of school project, while it revealed a medium level of perception in the field of vocational and family project that was in favor of males, and it was in favor of males, the study also indicated that there are statistically significant differences in the total score of the study tool in the field of school project and the field of vocational project attributed to the academic major in favor of science and technology also indicated that there are no statistically significant differences in each of the three areas attributable to the family's standard of living variable.

Ben Safieh (2009) study aimed to explore the mental perception of the vocational project in the mind of high achieving students as a special category in terms of cognitive characteristics, as the results indicate that these students always want to achieve academic success and have perceptions and mental representations of vocational projects that they seek to achieve through the process of higher educational attainment, and this process requires greater attention from the educational system to this category and comprehensive care for them.

Werts' study, in which he compared the careers of parents and the career choices of their children. The study sample included first-year university students, and the results of the study indicated that some groups of professions, such as physical science professions, are inherited professions, i.e. the student tends to choose the profession of one of his parents.

Gilly and Galbraith's study aimed to clarify the factors influencing the choice of career, as it was indicated in this model that the influencing factors lie in five categories: cultural factors, social factors, economic factors, personal factors and psychological factors. These aspects, according to this study, greatly interfere in the stereotype that the individual carries about his future career.

Jian-Louis Young's study (1976) showed that the difficulties resulting from the correct guidance faced by the student at the secondary stage affect his academic adjustment, as directing students to specialties and people that are not in line with their capabilities, inclinations and desires does not allow them to choose the type of study that is consistent with their future vocational project. This study emphasized that allowing students the freedom to choose the type of study that suits them allows their aptitudes and ability to learn accurately about their inclinations and desires to emerge, thus achieving their psychological and academic compatibility and their adaptation to the school environment, self and social conditions.

Masoudi, Azouzi (2017) study aimed at determining the impact of school guidance on the academic compatibility of students who are willingly and unwillingly guided for both experimental science and mathematical technology divisions in secondary education.

The results of the study found that there are significant differences in the academic compatibility scores between students who are willingly and unwillingly guided to specialization, and there are no significant differences in the academic compatibility scores between students who are willingly and unwillingly guided between the two divisions of experimental science and mathematical technology.

The study of Balghi Zainab (2016) aimed to study the social representations of the Algerian family and its relationship with school guidance for children to reveal the extent of the Algerian family's awareness of the importance of school guidance for children by relying on the descriptive method on a sample of 60 parents of a first secondary school student in Ouargla.

A sample of 60 parents of first-secondary students in Ouargla, which found that the Algerian family has representations in the school guidance of their children and control the process of choosing the student's choice of a particular division or academic specialization, and that most families seek to recreate their social identity through the school guidance of their children.

Manna, Khamkhani's study (2016) seeks to provide a picture of the role of parents in determining the future of their children in terms of school guidance. The analysis of the responses of 134 secondary school students allowed to reach the conclusion that parents have a positive role in determining the path of their children in terms of school guidance, and the role of parents in determining their children's academic path varies according to the common grandparents.

Zarouki's study (2015) aimed at identifying the role of the family in guiding children towards university specialization. The results of the study revealed that the family has a role in guiding children towards university specialization, and this role is limited to helping to choose without imposing, as the respondents indicated the need to consult the family in the process of choosing the university specialization.

Louzani Yazid 's study (2013), aimed at identifying the role of the family in guiding children towards university specialization, and its results found that the family influences the opinions and orientations of the student towards a particular specialization and that the family environment and socialization affect the student's choice of study and that the family is the main influencer of the children's study and career orientations. and that the family is the main influence on the academic and professional orientations of children.

Belarabi Saida's study (2011) aimed at investigating the relationship between the information process in school guidance and the attitudes of first-year students towards sports technology, and its results showed that there were no differences in the attitudes of first-year students towards sports technology attributable to the gender variable.

Ben Said's (2012) study aimed at identifying the role of the school and vocational guidance and counseling counselor from the student's point of view, and the results revealed that there was a difference in the responses of students according to the different academic divisions and from the above, the selection and appropriate academic and vocational guidance will help the student to understand more about his personality, potential and readiness to face the future, and thus choose his appropriate vocational project and since the secondary stage is considered a crucial stage in the student's academic and vocational path, it represents the stage of making the first guidance decision in the student's life, starting from the fourth intermediate year to the second secondary school, where they are directed to different divisions, from which the beginning of the individual's vocational project. What is the extent of the influence of personal determinants and variables on this project? Are there differences in the vocational project between students due to these variables? This is what prompts us to research the vocational project among students of the second secondary stage and its relationship with some personal variables.

The issue of the current study is summarized in the following questions:

1. Are there any differences in the total degree of students' vocational project according to the gender variable (male-female)?
2. Are there differences in the total score of the students' vocational project according to the specialization variable (literary-scientific)?

1. Significance of the study:

This study acquires its importance through the topic it addresses, which is the subject of the vocational project for secondary school students, as the current study seeks to address the concept of the vocational project and its relationship with some variables among a sample of students in the second year of secondary school, in addition to the importance of the topic lies in clarifying the variables that affect the production of the project.

In addition, the importance of the topic lies in clarifying the variables that affect the production of the student's vocational project, as the latter views school as a burden and the family as responsible for determining his future, but when we look closely, we find that the academic path does not help the student to accurately determine his vocational project, and the student is influenced by several social and cultural fields in their future choices, all of this has a great impact on building a clear perception of the student's vocational project.

3. Objectives of the study: The current study aims to:

1. Measuring the differences in students' vocational project according to the gender variable.
2. Measuring the differences in the students' vocational project according to the scientific specialization variable.

4. Limitations of the study: This field study is limited as follows 4:

-4.1 Human Limits: 150 male and female students in the second year of secondary school.

-4-2 Spatial Limits: Martyr Melody Al-Aroussi in El Oued.

4-3 Time limits: The study was applied in the academic year: (2023/2024).

5. Defining terms procedurally:

Vocational project: Abdel Fattah Dowidar defined it as “the process aimed at helping the individual to choose a profession suitable for him and his capabilities and aptitudes through his understanding of his personality and ability as well as the type of study and profession” (Dishash, 2017, p. 334). It is defined procedurally as the total score obtained by the second year secondary school student when answering the paragraphs of the Career Project Scale prepared by the researcher and adopted in the current study.

6. Theoretical framework:

-6.1. The linguistic concept of a project: The linguistic derivation of this word in the Latin language leads to the meaning of throwing or throwing a subject or object forward (Uzi, 2006) In terms of the Arabic linguistic meaning of the word “project”, Al-Mujaddid in Language and Information mentioned three different meanings:

A- Project: What is authorized by the law, from the verb lawful in the sense of enacting a law?

B- Project: From the verb lawful in the sense that the spears were legitimized, i.e. fixed and pointed, so they were fixed and pointed.

C - Project: What you started to do, from the verb lawful also (Al-Manjid in Language and Information, 1986, p. 382 383).

The Encyclopedia of Education and Training Dictionary defines a project as “an anticipatory behavior that assumes the ability to imagine what is not realized, to imagine the future time by building a sequence of possible and organized actions and events in advance (Encyclopedia of Education and Training Dictionary, p.1999).

Education and Training, 1999).

-6.2. The concept of project in terminology:

There are several definitions of the concept of “project” that start from different approaches and rely on distinct premises, this concept has undergone a process of transformation as it has been lent from the field of architecture, commercial and service contracting to the educational field (Taheri, 1997, p. 38).

Afnor's definition of “project” is a specific approach that allows it to be gradually structured and shapes the future reality.

-6.3. Definition of the vocational project:

The vocational project and the study project is one of the dimensions of the student's personal project or what is called the life project, because the individual goes through several stages in his life, starting with the school, which contributes to building the student's personality, then determining and directing his study choices, until self-realization and practicing a specific profession that achieves social status and personal achievement.

Dondo (2005) definition: “It is the final plan to obtain a career after determining the professional and personal orientation.”

Blahwash (2010) defines the vocational project as “the ability and willingness to manage the professional future and the development of educational and professional paths.” Based on the

previous clear meanings of what the educational and vocational project is, the latter has a strategy aimed at reaching the student to take a decision eventually by himself, taking into account the mental and emotional potential and also taking into account the existing educational policy in the choice of guidance (Blahwash, 2010, p. 92).

The vocational project is the path that leads the student to a future vision after school by choosing a preferred job that suits their abilities and desires (Hafsa, 2019, p. 186).

6.4. Dimensions of the vocational project:

The student's vocational study project is formed within the framework of the interaction of a set of psychological, educational and social dimensions, so the construction of this project is considered a complex process that can be developed continuously, and falls within the framework of an ongoing process to achieve the social and professional integration of the student, and the mechanisms of guidance and counseling intervene directly to ensure the effectiveness of this process as this is through addressing his needs and understanding his abilities according to guidance and counseling activities that seek to prepare the student to discover and develop his talents with lines and opportunities for self-expression and ambitions and interaction with others within a framework of solidarity and constructive dialogue.

In this context, all counseling and guidance services are geared towards preparing and framing the student and helping them prepare their professional project defined within the framework of a set of basic dimensions.

Which are:

1) The natural and energetic dimension: The personal project is influenced by the natural tendency towards the future in interaction with the past and the present, as this natural tendency of the student to anticipate and imagine what can be achieved, and the ability to adapt and interact with and the ability to adapt and react to new developments and unforeseen changes, as well as the ability to adapt and react to new developments and unforeseen changes.

As well as the ability to express and assert oneself, and to represent one's own and collective identity, we find in the declarative verbal connotations

In the early stages of schooling, we find expressions of aspiration for a future professional role, a desire that expresses the impact and economy of a particular model

It is a desire that expresses the influence and economy of a particular model, which pushes him to strive for realization within the framework of a natural, vital and dynamic tendency.

2) Wishful thinking: The student's vocational project takes a gradual approach that is gradually matured according to successive stages, as this project starts in the form of a wish for a future dream to develop later and become an object of thought, an ambition, and an ongoing plan of action.

The process of motivating the student and pushing him to reach the realization of his professional project depends on the nature of the wishes that characterize him compared to other individuals, i.e. the bigger his wishes and the greater his ambitions, the more he will be motivated and motivated to achieve his professional project.

The higher his wishes and ambitions, the higher the level of motivation and drive to achieve them. (Belhawash, 2010, p. 102)

3) The future dimension: This dimension is based on thinking about oneself, abilities, competencies, possibilities, difficulties and obstacles that may be encountered in the stages of building a professional project, which requires knowledge of the components of the external environment in terms of the opportunities it offers and the prerequisites to reach these opportunities as well as the potential obstacles to the project. (Belhawash, 2010, p. 104).

-6.5. Theoretical approaches explaining the vocational project:

1) Frank Parsons' approach: This approach is based on the trait and factor theory, as it assumes that every individual has fixed traits and characteristics and every profession has fixed requirements, conditions and characteristics, where the individual chooses the profession whose requirements correspond to his or her own traits and characteristics.

2) The Alec Rogers approach: This approach suggests that choosing a job is also a process of matching the psychological and subjective aspects of the individual with the characteristics of the profession: physical conformity - general humor - special abilities - tendencies - aptitude and circumstances (Daoudi, 2015, p. 38).

3) The An-Roe approach: This approach is based on the idea that people choose their jobs because they satisfy their needs and that the job gradually modifies the characteristics of those who belong to it, which explains the existence of similarity between members of the same profession, and several approaches indicate that there is a relationship between early experiences in the way children are raised and the satisfaction of their needs on the one hand. This approach proposes a division of professions into eight groups, namely:

- The first group: Service
- Group Two: Working in Creation
- Group III: Business
- Group IV: Science
- Group V: Organization
- Group VI: Arts and entertainment
- Group VII: Technology
- Group VIII: Cultural work

4) John Howland's approach: This approach is based on the concept of the vocational self, as it indicates that there are consistent and distinct differences between students and their vocational orientations, as this is due to the students' previous information about vocations, the self, and the social conditions and pressures that affect the determination of the individual's vocational environment:

- The first style: The person deals with the environment in an objective and tangible way.
- The second style: Intellectual and the individual interacts using intellect and abstract thinking.
- The third style: Artistic and relies on his impressions in his interaction with the environment by creating and innovating.
- Fourth pattern: Social, in which individuals interact with others, using social skills.

- The fifth style: Adventure, where the individual interacts with the environment by practicing activities that express adventure and enthusiasm

Sixth style: Traditional style where the individual interacts with the environment by choosing activities that lead to social approval

(Daoudi, 2015, p. 40).

II– Methods and Materials:

7. The field procedures of the study:

-7.1. Approach to the study:

Since the current study seeks to find out the differences in the vocational project among a sample of secondary school students, the researcher adopted the descriptive method, as this method is considered a way to describe and quantify the studied phenomenon

By collecting standardized information about the issue, classifying and analyzing it, and subjecting it to careful study (Buhoush and Al-Thanibat, 1995, p. 120).

The most important characteristic of the descriptive method is that it provides detailed data on the actual reality of the phenomenon or the subject of the study and at the same time provides a realistic explanation of the factors associated with the subject of the study that helps a reasonable amount of future prediction of the phenomenon and events studied (Obeidatq , and others., 1999).

-7.2.Study population:

The study population consists of (309) students of the second year of secondary school at the Martyr Melody Al-Aroussi Academy in El Oued enrolled in the academic year 2024/2023, which represents (48.54%) of the total number of second year students for the current year. * Figure (01) shows this:

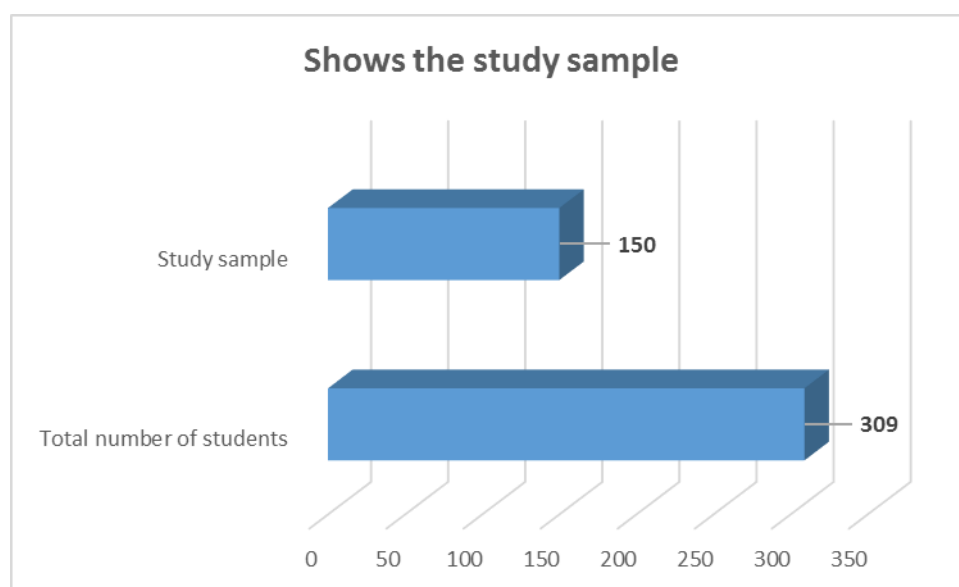


Figure No. (01) Shows the study sample

-7.3. Study sample and its characteristics: The process of selecting the study sample went through the following steps:

.1 The researcher applied the vocational project scale in a purposive manner to the 309 students of the second year of secondary school at the Martyr Melody Al-Aroussi School in Wadi for the academic year (2023-2024).

.2 After canceling the forms that did not meet the sample conditions and absent students during the application period, the total number of the basic sample of the study became (150) students, of whom (73) males (48.66%) and (77) females (51.34%), representing (31) literary students (20.66%) and (119) scientific students (79.34%)

As shown in the following table:

Table No. (01) Shows the distribution of sample members according to the study variables

Percentage	Number	The variant	Statement
48.66%	73	Males	type
51.34%	77	Females	
100%	150	Total	
20.66%	31	Literary	Study specialty
79.34%	119	Scientifically	
100%	150	Total	
100%		Total	

*Statistics were taken from the Statistics Department of the Directorate of Education in Wadi Souf for the academic year 2024-2023.

-4-7 Study Instrument:

In order to measure the degree of vocational project among the study sample, the researcher relied on the vocational project scale prepared by the researcher.

-1.1 Specifications of the study instrument:

The scale consists of (40) statements, with five weights (strongly agree, agree, neutral, disagree, strongly disagree) and the sum of the scores on the scale expresses the degrees of the professional project, and the scale consists of four dimensions, namely:

-Personal dimension:(1.2.3.4.5.6.7.8.9.10.11.12)

-School dimension: (13.14.15.16.17.18.19.20.21.22)

-Family Social Dimension: (23, 24, 25, 26, 27, 28, 29, 30, 24, 25, 26, 27, 28, 29, 30)

-Professional expectation:(31.32.33.34.35.36.37.38.39.40) with weights 1.2.3.4.5 on the alternatives (strongly agree, agree, neutral, disagree, strongly disagree) and in order to fit the scale with the population of the current study, the researcher ensured the reliability and stability of the scale on an exploratory sample of (50) male and female students from the Martyr Melody Al-

Aroussi school in El Oued, where students were selected from the second year secondary level from both literary and scientific specializations

The following table shows this:

Table No. (02) Shows the distribution of the survey sample by gender and specialization

Total	Females		Males	Study specialty
25	15		10	Scientifically
25	15		10	Literary
50	30	20		Total

-8.5 Psychometric properties of the scale:

The researcher measured some psychometric properties of the instrument and the following are the methods of calculating reliability and stability:

- Firstly, the calculation of reliability:

* Factor reliability: It is a type of reliability in scientific research, as this type of reliability is concerned with analyzing the quality of the object under measurement according to its elements or factors to determine the extent to which these factors are involved in the scale. This type of validity is used when the measurement clearly includes the factor to be measured, and the scale measures what it is designed to measure without measuring something else.

Generalized reliability determines the belonging of each paragraph to the domain it contains, and through it, the distribution of paragraphs to their domains is adjusted, and through it, the variance of the measured attribute can be predicted (Tegezeh, 2012, p. 22)

Factor analysis was conducted between the items and dimensions and between the dimensions and the total score and the following tables show this:

Table No. (03) shows the values of the correlation coefficients between the items and dimensions of the professional project scale

Professional expectation	The social	Study	Personal	the items
-	-	-	.515**	1

The Vocational project and its connection to demographic variables among

-	-	high school second-year students	.332*	2
-	-	-	.524**	3
-	-	-	.583**	4
-	-	-	.533**	5
-	-	-	.572**	6
-	-	-	.646**	7
-	-	-	.587**	8
-	-	-	.582**	9
-	-	-	.342**	10
-	-	-	.508**	11
-	-	-	.552**	12
-	-	.325*	-	13
-	-	.439**	-	14
-	-	.492**	-	15
-	-	.507**	-	16
-	-	.638**	-	17
-	-	.458**	-	18
-	-	.391**	-	19
-	-	.491**	-	20
-	-	.325*	-	21
-	-	.439**	-	22
-	.597**	-	-	23
-	.523**	-	-	24
-	.597**	-	-	25
-	.470**	-	-	26
-	.562**	-	-	27
-	.504**	-	-	28
-	.720**	-	-	29
-	.585**	-	-	30
.292*	-	-	-	31
.424**	-	-	-	32
.531**	-	-	-	33
.570**	-	-	-	34

.665**	-	-	-	35
.687**	-	-	-	36
.554**	-	-	-	37
.550**	-	-	-	38
.690**	-	-	-	39
.598**	-	-	-	40

-*D at the 0.05 level

-**D at the 0.01 level

From the table we can see that:

- The calculated “t” values for paras: (2,13,21,31) were significant at the significance level (0.01), so they are distinctive.

The “t” values calculated for the rest of the paragraphs were significant at the significance level (0.05), so they are distinctive, so the scale has an acceptable level of reliability

- In order to measure the internal consistency reliability of the scale, the researcher used factor reliability to identify the relationship between the dimensionality score and the total score of the scale items. The correlation coefficients indicate that the dimensions measure something in common, which means the internal consistency of the scale and the following table shows this:

Table No. (04) Shows the correlation coefficients between the scores of each dimension and the total score of the vocational project scale

Significance level	Coefficient of correlation	The items
0.00	.765**	Personal
0.00	.774**	Study
0.00	.594**	The social
0.00	.740**	Professional expectation

**D at the 0.01 level

- We can see from the table that the correlation coefficients between each dimension and the scale are statistically significant at 0.01, which indicates that all dimensions go in one direction with the total score of the scale, and this confirms the internal validity of the scale.

Second - Calculation of stability: The following methods were adopted in the estimation of stability:

- Cronbach's alpha for homogeneity:

Cronbach's alpha coefficient, usually symbolized by the Latin letter (α), is considered one of the most important measures of the internal consistency of a test consisting of composite scores, and Cronbach's alpha coefficient relates the stability of the test to the stability of its items (Muammariah, 2009, p. 198).

The stability of the professional project scale was calculated by this method (Cronbach's alpha coefficient) and the result was as shown in the following table:

Table No. (05) Shows the results of the reliability coefficient of the vocational project scale using the Cronbach's alpha method.

Cronbach's alpha coefficient	the items
0.772	personal
0.675	study
0.736	social
0.782	Professional expectation
0.735	The scale

Based on the Cronbach's alpha equation, we can see from the table that the vocational project scale's reliability coefficient using the internal consistency method was equal to $\alpha = 0.73$. This is a significant value at the 0.01 significance level, indicating that the scale has an acceptable level of reliability.

Based on the aforementioned results of validity and reliability, we can rely on the vocational project scale in this study.

8- Final application of the scale (basic study):

After confirming the psychometric properties of the vocational project scale, the scale is ready for application. It was intentionally applied to a sample of 150 second-year secondary school students from the Martyr Meloudi Laroussi Institute in El Oued, distributed according to the following demographic variables (gender - scientific specialization).

9-Statistical Methods: To process the data obtained after conducting the main study, the researcher relied on the following statistical methods:

- The honesty of the worker.
- Cronbach's alpha
- The two-sample independent t-test and one-way ANOVA to calculate the differences in vocational project scores among sample members in demographic variables.
- The statistical processing of the data was carried out using the Statistical Package for the Social Sciences (SPSS), through which we obtained the following results:

10-Presentation and Discussion of Results: The researcher presents the results of applying the vocational project scale on the study sample (second-year high school students).

The first objective: Measuring the differences in the overall score of the professional project according to the gender variable:

The results of the statistical analysis for this hypothesis indicate significant differences between males and females in the vocational project score, where the average score for males was (154.38) with a standard deviation of (13.95), while the average score for females was (157.09) with a standard deviation of (13.04). When conducting an independent samples "t" test to determine the differences between the means, the calculated "t" value was (1.22). It is noted that the (sig) value was estimated at (0.22), which is greater than the significance level (0.05), and it is not significant at the (0.05) significance level, indicating no differences between males and females in the vocational project.

Table (06) illustrates this.

Table No. (06) Shows the results of the difference in the professional project grade by gender.

SIG	The value of T	Standard deviation	The average	The sample	type	
0.132	- 1.515-	5.008	49.79	73	male	personal
		4.613	50.99	77	female	
0.869	-.165-	4.206	37.03	73	male	Study
		4.382	37.14	77	female	
0.126	- 1.540-	5.972	25.45	73	male	social
		5.488	26.9	77	female	
0.957	0.054	5.021	42.11	73	male	Professional expectation
		5.077	42.06	77	female	
0.222	- 1.226-	13.956	154.38	73	male	Total score
		13.042	157.09	77	female	

This result aligns with the findings of the study by "Zgawa (2012)" on youth perceptions of life projects at the University of Ouargla, as well as the study by "Dramash (2017)" on students' personal projects and addressing the phenomenon of school dropout, in addition to the study by "Draaj and Belhabib (2014)," which revealed no differences in career projects attributed to the

gender variable, and that both genders possess the same level of awareness of career projects. This result also agrees with several studies .

This can be explained by the significant similarities between the genders in terms of study and age conditions, as they experience the same circumstances, crises, and frustrations. Additionally, all young people share the same feelings and thoughts when planning for the future. Moreover, whether male or female, adolescents place utmost importance on pursuing a profession and succeeding in it as a measure of social success, as a profession is considered an indicator of financial independence, self-actualization, separation from the family nest, and a worthy entry into the adult world.

On the other hand, there are studies that disagreed with the results of this study, as their findings concluded that there are various determinants that intervene in building the vocational project of school students, including personal differences between genders, such as the study by Belhouch (2010), the study by Ben Ahmida (2004), the study by Abaydia (2007), the study by Mersli (2016), and the study by Baiou (2017).

- The second objective: Measuring the differences in the overall degree of the professional project according to the variable of the academic specialization (field).

In order to study this variable on the sample of the study, first-year students were excluded because the secondary stage represents a new world for these newly directed students. They often feel unclear, anxious, frustrated, and sometimes incompatible with the new environment. Several studies have confirmed that the vocational project is sometimes affected and disrupted by the social and environmental factors surrounding the individual. This makes it necessary to consider many factors in measuring the degree of the vocational project for this group. Additionally, the timing and the large number of first-year students do not allow for this.

When analyzing the sample results, the average scores of students in the Science major were 154.71 with a standard deviation of 13.33, while the average scores of students in the Arts major were 159.84 with a standard deviation of 13.67. When conducting an independent two-sample t-test to determine the differences between the means, the calculated t-value was 1.86, which is not significant at the 0.05 significance level. This indicates that there are no statistically significant differences in the vocational project attributed to the field of study, meaning that students in the Science major do not differ from students in the Arts major in their vocational project. Table 07 illustrates this.

This result aligns with the findings of the study by Aziz and Chnouf (2014) on the social representations of the vocational project of university students. One of the objectives of this study was to understand how the vocational project representations are constructed among a sample of 208 university students, categorized by their majors. The results indicated that the social representations of the vocational project for university students are built through the interplay of several factors, including family upbringing, social relationships, and university education. Additionally, the results of the studies by Dermash (2017) and Al-Hassanat (2008) indicate that there is no difference among students in their vision of their academic and professional future, which is clear for the majority of them. They agree with the academic field they joined, regardless of their major.

In the same vein, we find in foreign studies what supports the results of our study, as indicated by Werts, who conducted a comparison between the jobs of parents and the career choices of their children, with the study sample consisting of first-year university students. The study results indicated that some groups of professions, such as scientific, physical, social, and pharmaceutical professions, are inherited, meaning that the student tends to choose a job similar to one of their parents. And also the study by Gilly and Galbraith, which focused on clarifying the factors influencing career choice.

Where it concluded that cultural factors, social factors, economic factors, personal factors, and psychological factors significantly intervene in the stereotypical image an individual holds about their professional future. Also, Jean-Louis Young's study (1976) showed that the difficulties arising from proper guidance faced by students in the secondary stage affect their academic adaptation. Guidance directing students to specializations and fields that do not align with their abilities, inclinations, and desires does not allow them to choose the type of study that matches their future career project. (Marsli, 2016). This result can be explained by the fact that allowing students the freedom to choose the type of study that suits them enables the emergence of their readiness and ability to learn accurately according to their inclinations and desires, achieving their psychological and academic compatibility and adaptation to the school environment, themselves, and social conditions.

The author of the article in this section explains clearly how to select the sample, determine the variables and how to measure them, how to collect the data and describe how the data are summarized (average, percentage, ...), Statistical and standard tools used in data analysis, hypothesis testing and statistical significance. Sometimes it may be necessary to mention the programs used in the calculation. When using a method previously used and published by another researcher, must be referred to as marginalization without being re-described, Though There are changes in the method, which must be explained and explained.

These methods and tools must be presented precisely and clearly without exaggeration so that other researchers can re-examine or verify them. The author can describe the tools and methods used in the form of a scheme, table or diagram to explain methods used, this section is divided into sub-sections, where its contents vary according to the subject matter of the article.

III- Results and discussion :

The results of this study contradict some other studies, including the study by Zqawa (2012), which found differences in career projects attributed to the specialization in sciences and technology, and the study by Kanaan and Al-Majdal (1999), and the study by Abaydia (2007), which revealed differences in the determinants of students' career choices according to their academic specialization, and that the development of their professional identity and the determination of their professional field depend on the type of academic specialization. In the same context, the study by Mersli (2016) on satisfaction with educational guidance and its relation to the career project of final-year students found that there are differences in career projects attributed to specialization in favor of languages.

IV- Conclusion:

General conclusion: This study has reached results that can be summarized as follows:

1. There are no differences in the grades of the vocational project between male and female students.

2. There are no differences in the grades of the vocational project between students with a scientific specialization and those with a literary specialization.

In light of the results of the current study, the researcher can derive some recommendations that may aid in completing the efforts represented by this research:

- It is necessary to develop training and guidance programs to enhance students' abilities and awareness in their career choices, as this has a direct and strong impact on their future. Training, education, and guidance enable students to think towards their goals and professional future, shape their professional identity, overcome obstacles, and face pressures to achieve academic, social, and professional success and excellence.

- Teachers, families, and all segments of society, as well as anyone connected to the student, should be encouraged to provide proper academic guidance to the student so that they can make successful career choices.

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