

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

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Abstract: This article deals with the effectiveness of a cognitive-behavioural counselling program to modify the level of professional maturity in order to make career decisions among third-year high school students. The study was carried out during the months of (February and March) 2024. that the researchers relied on the experimental approach, After statistical analysis, the results revealed that there was a direct correlation between professional maturity and professional choice, such that the Pearson correlation coefficient was estimated at 0.82.

orientation program, cognitive-behavioural program, professional maturity, career choice, third-year secondary school students

Keywords: Orientation program; Cognitive-behavioural program; Professional maturity; Career choice; Third-year secondary school students.

INTRODUCTION: Professional maturity is an essential and important requirement for the process of making the right professional decision, especially during the stage of selecting the appropriate scientific disciplines for the type of profession to be practiced in the future , so that professional awareness is one of the most important

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Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

requirements and conditions of different professions in line with the individual's professional abilities, inclinations, aptitudes and readiness to work. Professional maturity expresses the extent to which the individual understands what the work requires and what he wants to achieve in this field in light of what the world of the profession holds, especially with the speed of developments in the times, rapid transformations and changes in requirements. The labour market and access to professions and the competencies, skills and opportunities it must include. All these changes, which are occurring at an increasing and noticeable pace, have become a challenge for the student and an obstacle that is difficult to overcome.

1- The problem of the study : Some studies, such as the study of (Nubati 1995) and the study of (Al-Najjar 2004), indicate that the choice of many individuals for their professions or study disciplines occurs as a result of urgent desires or the advice of relatives and friends or direct contact with a prominent figure in a profession or under the pressure of parents and family traditions, or because the profession corresponds to the level of ambition that he has set for himself in life without regard to his abilities, preparations and various recipes that are necessary for his success in his future career. **All these factors and interventions affect the level of professional maturity of the individual or the pupil**, as professional maturity is an important psychological characteristic for building and achieving academic and professional projects, and this is confirmed by (Pimartín Legeris 1988). Professional maturity means the high ability to make academic and professional decisions corresponding to their age, age and professional institutions. Since early childhood and through the school years, the student is supposed to be aware of the types of professions available and the market requirements and the required levels, especially in the primary and secondary stages. In the absence of this process in Algerian educational institutions, we find the pupil at this important stage lacking insight, unfamiliar with his abilities, tendencies and trends, so he is unable to make the appropriate professional decisions to be responsible for making his own decisions. His lack of maturity and awareness of the world of jobs makes it difficult for him to choose the appropriate profession. Through this problem, we proceed to the following questions:

1- Is there a statistically significant relationship between job maturity and the professional decision-making skill of students in the third year of secondary school?

- Is there an impact of the cognitive-behavioral counseling program applied in the study in modifying the level of functional maturity in order to make professional decision?

1.1 Hypotheses:

A- There is a statistically significant relationship between job maturity and the skill of professional decision-making among students of the third year of secondary school.

B There is a good impact of the cognitive-behavioral counseling program applied in the study in modifying the level of functional maturity in order to make professional decision.

1-2Importance of the study:

The topic of the relationship of professional maturity to the skill of professional decision-making is one of the topics that has not been highlighted much in our society, so the researcher decided to adopt this topic because of its importance, which is represented in:

- Providing the library with the results of a scientific study on the nature of the relationship between the concept of professional maturity and the skill of professional decision-making.
- The results of the study may contribute to improving and developing the skills of sound professional decision-making among young people.
- Benefiting from the results of the study in developing plans and programs to guide students towards specializations according to their level of professional maturity and according to their abilities and capabilities.

1.3 Objectives of the study:Determining the nature of the relationship between functional maturity and the skill of professional decision-making among students of the third year of secondary school.

- Clarify the benefit of taking care of the sample of students in the secondary stage and guiding them professionally, and the importance of guidance in helping them to mature professionally and thus help them choose the right job for them according to their abilities, competencies and capabilities.

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

2- Determining the terms of the study procedurally:

2-1 Procedural definition of functional maturity:

Career maturity is defined as the level of professional growth formed by third-year secondary students, which allows them to choose the future profession on a realistic basis commensurate with their inclinations, abilities and aptitudes, and is procedurally expressed in the current study with the total score obtained by the first-year secondary student on the scale of the level of professional maturity applied in the current study.

2-2 Procedural definition of the skill of professional decision-making: In this study, the skill of professional decision-making is intended as a cognitive psychological-behavioral process that aims to follow a scientific method in order to make a well-thought-out decision from among multiple available alternatives in order to reach the best and most appropriate choice with the ability to implement and progress in it. Procedurally, in this study, it is defined by the total score obtained by the first-year secondary student on the scale used by the two researchers in the current study to measure the level of professional decision-making skill.

2.3 Procedural definition of third grade secondary students: In this study, third grade secondary students are believed to be students of the third year of secondary education from different educational institutions from the state of Oran for the academic year (2023.2024, aged between (17-19 years).

3 - Theoretical Definitions:

3-1 The concept of professional maturity: The concept of professional maturity has emerged in the educational field, especially in the field of guidance, where it has become of interest to specialists in school and vocational guidance. This concept is difficult to define due to the multifacetedness in its definition as there are those who focus on psychosocial development, physiological development or cognitive development to determine maturity levels (Tresault, 87:2008)

- **3-2- (super, super) defines professional maturity as:** The willingness and ability of an individual to carry out tasks related to his

professional life and make informed professional decisions appropriate to his age (Mishri, Shahab, 423:2013)

4- Factors affecting professional maturity: Professional maturity is a growth process that develops and is influenced by various factors such as the following:

1.4. Biological factors: Professional maturity is related to biological qualifications and aptitudes, specifically mental abilities. Both physiological maturity, intelligence and age have a direct impact on the professional maturity of the individual, and through studies conducted by **(Super)** it was found that professional maturity is very much related to intelligence **(Al-Hawarin 74:2008)**

2.4. Personal factors: such as self-concept, clarity of psychological identity, level of ambition and gender indicated a positive correlation between these factors and the maturity of a professional **(Whip, 64:2008)**

The influence of the sex factor on the genesis and development of the professional maturity of the individual begins from middle childhood and before adolescence, where the influence of the sex factor appears through the patterns of professional tendencies that distinguish the individual, and in a study conducted by **(Hellman, 1980)** confirms the existence of a statistically significant relationship between the level of educational and professional ambition and the gender variable in favor of males, as it was found that they have a high level of ambition than women **(Ibrahim, 50:2003)**

3.4. Social factors: Social values and activities, and what is related to the reference group as a source of standards and models of identification, constitute an important set of factors active and influencing professional maturity, and the family as the pivotal institution in society plays an effective role in developing skills and contributing to the formation of professional inclination and guidance. **(Al-Abed, 363:2016)** , such as parents' attitudes or the pattern of their upbringing **of their children (Mashri, Shahab, 424:2013)**. It is also one of the most important factors affecting job performance. There are some influences that an individual cannot control, which can affect the level of his performance. One of the most common performance obstacles is inadequate work facilities, procedures, arrangements, equipment and specific policies that affect the job. Lack of cooperation in the work environment and the pattern of supervision is the environment surrounding the worker. Therefore, one of the most

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

important responsibilities of the administration is to provide adequate and appropriate working conditions for workers. Providing a supportive environment in which performance obstacles are reduced to a minimum. The following are the material conditions lighting noise Arrangement of periodic cases of heat, education, supervision, policies, organizational design, effort and capabilities for excellent job performance, all of which directly affect the individual's orientations and choices for a particular profession (. Brahim , Qurain , 240)

4.4. -Cognitive factors: Composition, education, and every form of knowledge acquisition are the basic factors of professional maturity. The development of skills in individuals is linked to the development and development of knowledge. As educational programs develop, they develop understanding and theoretical experiences that contribute effectively to the development of professional knowledge.

5 Definition of functional decision:

5-1-The concept of decision-making: Young defined decision-making as: a process of perception that includes individual and social phenomena and is based on facts and values that lead to the selection of one alternative among many alternatives that lead to a solution (Tohma, 15:2006)

5-2- Career decision: It is the individual's choice of the future profession. Most scholars believe that vocational choice is an aspect of behavior. Therefore, they have worked to find an explanation for it. Some of them limited themselves to studying it from a point of view that gives the surrounding factors the great influence in vocational choice, such as economic conditions and social determinants. Others interpreted it on a psychological basis. Some of them saw it as a response to unconscious needs that were not satisfied. Behaviors believe that vocational choice is conditional on experiences that promote certain methods of behavior at the expense of other possible methods (Al-Mansour, 77:2016)

5.3 Factors Affecting Decision Making:

a. Psychological and personal factors: Psychological factors according to (Blous, 2008) means: the psychological formation of the individual, including motives, attitudes, previous experiences and the value system. The decision-making process is influenced by the psychological traits of the individual and the behavior of the individual is also affected as a result of changes that occur within the

body. He is also affected by the emotions he experiences during different situations: such as joy, anxiety or sadness (**Al-Mansour, 71:2016**).

. **b -Social and cultural factors:** Social and cultural factors play an effective role in the process of professional choice of the individual, in terms of the individual's outlook, aspirations and ambitions, and this is confirmed by a study (**Al-Dakhil, 1995**) that the association with the profession and the decisions related to it are affected by cultural and social factors more than personal factors, and the most important of these factors are:

C- The economic level and social status of the family: Each social class has its own thinking and its own outlook, and each of them has a ladder of values whose priorities differ and vary according to this affiliation and classes. He adds that the more modest the family is, the more they wish to shorten the period of study for their children. The higher the family rises in the stratification ladder the longer the desired study period. (**Abdelbaki, 78:1992**)

2- Social values and the view of society towards professions: The process of professional choice is influenced by social values and the social view towards professions and the view towards professions may vary from one society to another. Lipset stressed that society's view of the profession not only affects the profession that the individual chooses, but also extends to the individual's ambition in his life and behavior. (**Whip, 107:2008**)

3- Factors related to the situation in which the decision is made: The variables involved in a particular situation directly or indirectly affect the decision-making process. Therefore, specialists point out that the decision is a result of the impact of those variables on the individual decision-maker.

4-The impact of the time factor on the decision-making process: The decision-making process requires a certain period of time to reach a final result, as the time factor is of great importance since the time factor itself includes multiple aspects, as the process of identifying the problem and addressing it in all its aspects needs a certain time in order to be carefully studied, in order to reach an appropriate solution (**Abdullah, 88:1998**)

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

7- Field study:

7.1 Scoping Study:

This sample consists of (25) male and female students from the third grade secondary to the two divisions (literary and scientific) (13) male and female students from the literary division and (12) male and female students from the scientific division and the following table shows that:

We note above that the sample consists of (30) male and female students, as the number of males reached (40%) while the percentage of females reached (60%), and the percentage of students with the Arts Division reached (52%), and the percentage of scientific students reached (48%).

A- Psychometric characteristics of the tool to measure the level of professional career maturity: Based on reviewing various previous studies that dealt with the subject of professional maturity and reviewing concepts and definitions to determine the structure of the scale, the professional maturity scale of **Kreights was adopted**. This measure starts from the Kreights list and helps determine the extent of students' professional maturity and their preparations for sound professional selection. This scale consists of (47) paragraphs, to which the answer is (yes) or (no). Depending on the applicability or non-applicability of the content of the paragraph to the respondent , the total performance of the respondent ranges between (0 – 47). This measure gives a total mark of the level of professional maturity at the examiner, and therefore the mark above (24) indicates an appropriate level of maturity.

This scale contains (05) dimensions and numbers of items that it measures as shown in the table:

Table No. (01) shows the numbers of the dimensions of the job maturity scale items:

Dimension	Item Numbers
Ensure professional decision making	(2-4-12-17-19-21-26-40-45-46)
Interest in professional decision-making	(1-7-11-18-22-24-27-30-31-37-39-40-44-47)
Autonomy in professional decision making	(3-8-13-23-28-33-38-42)
Availability of information necessary for professional decision-making	(9-14-29-43)
The desire of the individual to reconcile his needs with reality	(5-6-10-15-16-20-25-32-35-36)

B- Professional Decision Scale Tool: The professional decision scale was adopted by the researcher (**Waslallah bin Abdullah Hamdan Al-Sawwat**) to measure the skill of professional decision-making among students of the third year of secondary school.

The scale consists of five dimensions, the goal of which is to measure the student's professional decision-making skill. These dimensions are: The **first dimension:** attention to identifying and analyzing the problem of professional decision-making.(**1-6-11-16-21-26-31-36-41-46-49**)

The second dimension: Searching for alternatives. (**2-7-12-17-22-27-32-37-42**)

The third dimension: Evaluating the alternatives offered.(**3-8-13-18-23-28-33-38-43-47-50**)

The fourth dimension: Determining the best alternatives offered.(**4-9-14-19-24-29-34-39-44**)

Dimension 5: Professional decision-making process.(**5-10-15-20-25-30-35-40-45-48**)

B-1 Validity of the scale:To verify the validity of the tool to measure the skill of professional decision-making, the researcher followed the following steps:

B 2 The validity of the content: The researchers presented the tool that was built in its initial form to (twenty) referees from faculty members at universities and those interested in the subject of career

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

guidance in order to reveal the extent of the validity of the paragraphs of the tool and their suitability to measure what was set to measure in the dimensions of the tool.

B-3 Construction validity: The two researchers conducted an exploratory study of the tool by applying it to a sample of **(80)** first grade secondary students with an average age of **(16.23)** with a standard deviation of **(0.90)**. After conducting the statistical analysis, the researcher deleted the phrases whose correlation coefficient was not significant and the number was **(6)**. Thus, the tool became composed of **(50)** phrases in its final form.

B-4 Stability of the scale: The stability of the scale was confirmed by calculating the Cronbach's alpha coefficient for all dimensions of the scale. The stability coefficient of the total score of the scale was **(0.88)**, which is a reliable coefficient for conducting the study.

Validity and reliability of the study tools:

I. Validity of the professional maturity scale and the professional decision scale:

- **Validity of the arbitrators:** To ensure the validity of the paragraphs of both the **(professional maturity)** scale and the **(professional decision) scale**, the two researchers presented the preliminary version of each scale on **(05)** of the Committee of Arbitrators specialized in the field of psychology, counseling and guidance at **(University of Oran 02 Mohammed bin Ahmed)**, we mention them (a. Muhammad Rabibullah), (Dr. Mansouri Abdul Haq) (Ahmed Makki), (Al-Arabi Gharib). They were asked to express their opinion on the linguistic wording of the paragraphs and their appropriateness and belonging to the subject, in addition to deleting, amending or adding any new paragraphs they deem appropriate. The views of the members of the arbitration committee were taken into account. Accordingly, some paragraphs were amended and deleted because of their lack of clarity and appropriateness to the level of the study sample, and thus:
 - 1) As for the measure of the level of professional maturity, the phrases No. **(02)** and No. **(45)** have been deleted because they are not clear and do not fit with what is to be measured. Thus, the tool for measuring the level of professional maturity consists of **(45)** phrases. Table **(04)** and **(05)** illustrate this.

- 2) As for the scale of decision-making skill, it did not witness any change or modification so that it was very appropriate to achieve the objectives of the study according to the opinion of the arbitration committee.

Second: Calculating the consistency of both the occupational maturity scale and the occupational decision scale: To verify the consistency of the occupational maturity scale and the occupational decision scale, the researchers calculated the Cronbach Alpha coefficient for internal consistency and Table No. (06) shows the values of the coefficients:

Table (02) Coefficients of internal consistency of the two measures in the study

Scale Name	Cronbach's alpha coefficient
Occupational Maturity Scale	0.90
Professional Decision Scale	0.96

After verifying the veracity of the arbitrators ,and the stability of both measures, the baseline study will be initiated.

B- Basic study:

1- Limits of the study:

1-1 Spatial Boundaries: The study population or sample belongs to Merah Abdul Qader High School (Merval)

1-2 Time limits: The study was conducted during the month of (February , March) 2024.

1.3 Baseline study sample: (by gender)

Table No. (3) shows the specification of the sample by gender

<u>Type</u>	<u>Total</u>	<u>Percentage</u>
<u>Males</u>	<u>13</u>	<u>44.82</u>
<u>Femelles</u>	<u>16</u>	<u>55.17</u>
<u>Total</u>	<u>29</u>	<u>100</u>

Through Table No. 3, it is clear that the core sample contains 29 male and female students, who are the sample of students on whom the results of the occupational maturity scale prove that they suffer from low maturity and therefore will be subject to an extension program as will be detailed in the following stages.

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

8- Presentation and analysis of the results :

8.1 Presentation and analysis of the results of the first hypothesis:

There is a statistically significant relationship between functional maturity and professional decision-making skill among students of the third year of secondary school.

Table (04) Pearson Correlation Coefficient between Job Maturity and Professional Decision-Making Skill

Significance level	Person corrélation	Relationship
Function in 0.01	<u>0.82*</u>	Between career maturityAnd professional decision-making skill

Referring to the results shown in Table No. (04), it is clear that there is a statistically significant direct correlation between both job maturity and the skill of professional decision-making at the level of significance (0.01), so that the value of the correlation coefficient (Pearson) is estimated at (0.82), which means that the higher the level of professional maturity, the higher the skill of professional decision-making. Based on the above, we accept the alternative hypothesis and reject the zero hypothesis.

This result explains that career and professional maturity have a role and importance in making sound and appropriate professional decisions and career maturity has to do with the willingness and ability of the individual to carry out tasks related to his professional life and make informed professional decisions appropriate to his age. Professional maturity also allows the observer to assess the percentage and level of development of the individual in relation to work-related matters, while professional maturity gives us the opportunity to learn about his different levels that contribute to a good choice of the appropriate profession. The individual's professional maturity means that he is integrated into his specialty and this measures the extent to which the individual is active in building his professional choice and this is shown by the importance he gives to his work and the extent of his inclination towards practicing activities that have a relationship with him. The professionally mature individual is an independent person. And not to be associated with others in choosing a profession, as this characteristic is considered one of the psychological

characteristics that aroused the interest of many researchers in psychology due to its great impact on the future choices of the individual as well as on the attitudes towards the field of work , as the professionally mature student is able to reconcile reality and the labor market with his needs and desires, which was indicated by (Super) that the individual is professionally successful when he is realistic in choosing from the appropriate professional choices according to his level of ability, inclinations and social level (Al-Khalidi, 29:2011). Professional maturity contributes to good career choice so that the mature functionally is the one who has a level of good self-esteem, and the latter contributes to the general evaluation of the individual and his mental, social, emotional, moral and physical characteristics. This evaluation is reflected in his self-confidence, feeling towards it and thinking about its importance and expectations (Al-Maaytah, 83:2007). Choosing a profession means choosing a goal, and this indicates that the individual is aware of his personality characteristics, ability, tendencies and work requirements until he is able to choose a sound career and give creatively in it. The student who has functional maturity is that planned person who is busy A professionally mature individual is oriented towards the future, plans for it, and is actively engaged in planning his life, so that he has the ability to solve problems and the ability to deal with the macro-data to formulate and find an alternative. The more professionally mature the student, the more independent he will be in making his professional decision. Professional maturity helps him to be free from dependency and dependence on the surrounding environment in determining professional fate. It also helps him to understand himself, know his abilities and potentials, and realize his tendencies and desires, all of which gives him the ability to make decisions and analyze them before the decision-making process, which will reflect on all areas of his life. This is in line with what **(Holland) (1973)** stressed when he pointed out that professional choice is based on self-aware knowledge and provides the right information about the world of professions and the labor market.

The results of this study, which proved the positive relationship between career maturity and professional choice, came to agree with several studies, the most important of which is the study of **(Al-Omairi) (2009)**, which found a positive relationship between professional maturity and professional decision in the research

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

sample, and also the study of (Ascendant) (2012), which found a statistically significant correlation between professional maturity and the skill of professional decision making in the study sample. The results of the study of (Lozo, 2005) showed that the more mature the student in his professional tendencies, the greater the likelihood of making correct professional decisions, and his profession was more identical to his professional tendency. Hence, we say that professional maturity is very important in the good choice of profession and job appropriate for the individual according to his inclinations and desires, as well as according to his abilities and physical and mental qualifications.

8.2 Presentation and analysis of the results of the second hypothesis:

Hypothesis text: There is a statistically significant effect of the extension program applied in the study on increasing professional maturity in order to make a professional decision among a sample of third-year secondary students:

Steps of the Mentorship Program:

The researcher relied on the following experimental approach:

1- Pre-Application	2- Intervention	Case 3- Post-Application
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1- Tribal application: Alba Hethan measured the level of functional maturity. On the basis of this, a sample of pupils who had a low level of maturity was selected. They were the sample that was selected in order to implement a guidance program that contributes to modifying their level of professional maturity, as well as helping them to choose the appropriate profession for them, so that their number was estimated at 29 pupils, who are the experimental sample who will undergo the guidance program, so that their average professional career maturity was estimated at **34,67**.

2- Intervention stage: It is the stage in which a precise guidance program was applied and designed to increase the professional maturity of the experimental sample members, as well as to help them identify and choose the appropriate profession for them. The orientation awareness program was distributed over 10 sessions during two months (February, March 2024) at a rate of two sessions per

week , the duration of each session is 45 minutes , and it is detailed as follows :

In designing this program, the two researchers relied on cognitive-behavioral theory and previous sources and studies, including the study of **(Al-Sawat and Allah, 2008)** under the title: The effectiveness of a cognitive-behavioral guidance program in improving the level of professional maturity and developing the skill of professional decision-making) , and the study of **(Saif bin Salim bin Khalafana Azizi, 2011)** under the title: The effectiveness of two collective guidance programs based on the theories of **(Holland) and(Super)** in improving the level of professional decision-making) , and here we address the definition of **(Al-Sawat and Allah)** of the cognitive-behavioral program "as a means of interventions that are used to provide individuals who do not have enough information about themselves and the world of professions and who do not have the appropriate professional decision-making skill." **(Al-Sawat,176:2008)**

Steps to create the program : Reviewing previous studies related to the subject of the study.

- See some programs that are designed to improve the level of professional career maturity
- Introducing the indicative program and clarifying its objectives and steps for the institution within which the indicative program will be applied.
- Obtaining the approval of the guiding group to apply the guiding program to it.
- Determine the basic objectives of the program to be applied in the study .
- **Objectives of the indicative program:**

Indicative Objective: Improve the level of professional maturity of the members of the indicative sample

From this goal, a set of objectives are:

- Introduce students to the concept of professional maturity and its impact on their career choices.
- Helping the student to become aware of the world of work and discover professions.
- Helping the student to know his abilities, aptitudes and inclinations.
- Provide the student with correct and accurate information about the different professions in the local community.

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

- Assisting the student in determining the appropriate field of specialization.

Indicative techniques and methods used in the program:

- **Lectures and group discussions:** Lectures and group discussions are among the methods of educational group counseling, as they are dominated by the semi-scientific climate in which the element of learning and re-learning plays a major role.

Modeling: A guiding art that provides the guide with opportunities to watch, enjoy, share, empathize and be influenced by the behavioral model that provides information or skills that are entered and transformed into mental images.

Reinforcement: Reinforcement is one of the most widely used and influential guidance techniques on behaviour. Reinforcement belongs to behavioural guidance, and it is defined as the procedure in which the occurrence of behaviour leads to positive consequences or the removal of negative consequences, which results in an increased likelihood of such behaviour in the future. Whip, 194:2008)

- **Homework:** It is a set of skills and behavioural patterns in the form of assignments, which are determined after each session in light of the objectives of the session, and the guide is assigned to implement them at home. Saafan, 415:2003)

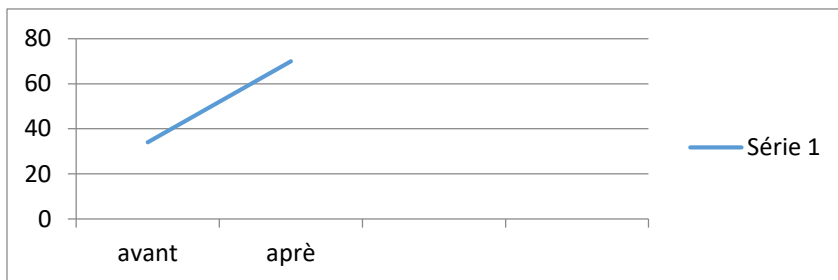
Table (4) shows the interpretations of the results of the ETA coefficient

Effect size				
Too big	big	middle	small	Appreciation
1,10	0.80	0.50	0.20	Eta coefficient

Table 5 shows the results of the second sub-hypothesis

Result significance	Eta coefficient	Post application	Pre-application	The group empiricism
Medium to large impact	0.723	76.96	34.67	

A graphical curve showing the impact of the program between the pre and post application



Through the results shown in the table, we find that the cognitive-behavioral program that was applied in the study in order to improve the level of functional maturity and occupational choice, it is clear that the impact of the program is good so that the ETA coefficient was estimated at 0.72, which is close to the large effect, so that the average functional maturity of the experimental sample in the pre-application was estimated at 34.67 and rose to 0.72 in the post-application, which indicates that students belonging to the experimental sample have benefited from the cognitive-behavioral guidance program applied in the current study.

Contributing to improving the level of maturity of students means helping them to discover themselves, discover their professional tendencies and desires, and determine them accurately. The program also contributed to revealing the abilities and capabilities of each member of the sample, especially the unclear possibilities of possessing talents, and discovering tendencies and abilities towards certain crafts. The program also contributed to the independence of each individual away from parental tendencies and attitudes that cause great misinformation to children, ignoring the individual differences between them and their children, and even between brothers. Here, we noted that most of the professional desires and tendencies of the sample before the implementation of the program were the same as what parents want, and most of them were not in line with their children's abilities or with their own desires. This made the sample members get a low level of professional maturity, because parental control and control are the first negative influence. The program

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

applied in the study contributed to clarifying many things and one of the basics, such as clarifying the relationship between the academic specialization and the desired profession in the future. The program also contributed to determining destinations and determining the profession and job accurately after each individual discovered his mental abilities and physical abilities, and Identifying the world of work and the existing work and the conditions of employment in each job and identifying the material income from each job at this particular stage determines the destinations and professional choices, and awareness has increased about the various jobs and professions available in Algerian society, so bringing out ideas from imagination to realistic analysis contributed to determining the tendencies accurately and thus clearly determining the professional choice with confidence and desire , so the implementation of a cognitive behavioral program contributed to improving the level of maturity is an effective program that contributed to expanding knowledge about professions and jobs. Determining the behaviors that must be done to achieve these professional tendencies and orientations, so that the students of the experimental sample were suffering from a kind of dispersion about determining the desired profession. This cognitive-behavioral program contributed to getting rid of the randomness of ideas, dispersion, lack of self-control and self-knowledge. The first signs of the success of this program were through self-discovery, all the mental and cognitive abilities and capabilities, as well as physical and psychological, which means focusing on all aspects that will achieve psychological and professional security in the future. Professional maturity affects academic and professional decision-making. It is necessary to educate the pupil gradually during the stages of his education to identify his abilities, inclinations, the requirements of the labor market, the study paths and the qualifications for these professions and the conditions for admission to them so that he can realistically make the decision of academic and professional choice. Adolescence is a crucial stage in the life of the individual because it is the stage in which he is supposed to solve the identity crisis in a normal way to occupy his appropriate social role as an adult, achieving his psychological and social compatibility and thus enjoying his mental health. Therefore, the adolescent at this stage is required to make the decision, especially in light of the requirements of the

Algerian school. **Mashri, Shahab, 47:2013**), and in general it can be said that professional maturity is a prerequisite for the appropriate professional decision-making process that takes into account the requirements of the professions and the abilities and inclinations of the individual.

This was confirmed by (Shukur 1997), where he stressed the need to educate students gradually to increase their professional maturity. This must be done at all academic levels in order for them to know their abilities, tendencies and the needs of the labor market so that they can make a logical and realistic professional decision regarding their professional choices (Shakur, 68:1997)

The program also had a noticeable impact by the two researchers on determining the university specialization in the experimental sample. Many want certain professions and jobs that are not in line with their professional desires. Many of the respondents did not have specific professional desires, believing that any profession available to them would be adopted by them, forgetting their abilities and qualifications in this regard. The environment surrounding the individual also has a direct impact. Parental attitudes or the pattern of raising their children, discussing or imposing decisions on them, the educational level of the parents and their material income. Many researchers have paid attention to these factors and their role in shaping the professional maturity and choice of children (**Mishri, Shahab, 424:2013**). The study of (**Roe**) and (Selgeman) also confirmed that the unacceptable children of their parents tend to occupations far from dealing with other people, while the excessive interest of the mother, love, focus on the child, intervention and occasional acceptance make the individual choose a profession related to other people. This demonstrates and emphasizes the impact of the methods of care and amicable upbringing on the individual's professional tendencies and decision-making. (**Whip, 65:2008**) Here, guidance plays an important role in training the individual to choose the profession according to what he desires and what is in line with what he has of qualifications, not with the tendencies and trends of those around him.

The implementation of a cognitive-behavioral guidance program has proven effective in improving career maturity and awareness, and has contributed to guiding vocational selection, such as many programs applied in previous studies such as the study of (Al-Sawat and Allah in 2008) entitled: The effectiveness of a cognitive-behavioral guidance

Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

program in improving the level of professional maturity and developing the skill of professional decision-making) , and the study of (Saif bin Salim bin Khalfana Lazizi in 2011) entitled: The effectiveness of two collective guidance programs based on the theories of (Holland) and(Super) in improving the level of professional decision-making) , and the study of (Cooper, 1996, Conyers), which showed results of an improvement in the level of professional self-efficacy among students of different health conditions, and the study showed a decrease in the level of hesitation in professional decision-making among students .

Conclusion : Finally, we conclude that professional career maturity affects academic and professional decision-making, and this is why it is necessary to gradually educate the pupil during the stages of his education to learn about his abilities, tendencies, labor market requirements, study paths, qualification for these professions and the conditions for admission to them so that he can realistically make the decision of academic and professional choice. Adolescence is a crucial stage in the life of the individual because it is the stage in which he is supposed to solve the identity crisis in a normal way to occupy his appropriate social role as an adult, achieving his psychological and social compatibility and thus enjoying his mental health. Therefore, the adolescent at this stage is required to make the decision, especially in light of the requirements of the Algerian school and in general, it can be said that professional maturity is a prerequisite for the process of making the appropriate professional decision that takes into account the requirements of the professions and the abilities and tendencies of the individual, so guidance and guidance plays an important role at this particular stage because it contributes to the achievement of the same young people by discovering their scientific, cognitive and physical qualifications, and discovering their desires, tendencies and trends. All these factors contribute to the maturity and awareness of the individual professionally and thus make it easier for him Choosing the appropriate profession for him and thus avoiding problems and achieving security and job satisfaction.

Recommendations and suggestions: Through the study with its theoretical and practical aspects, the researcher reached a set of important recommendations and suggestions in contributing to the

professional awareness of students and helping to guide them to choose the most appropriate for their future careers.

- Developing precise strategies for educational specialists, including teachers and counsellors, to contribute to determining the capabilities, potentials and trends of each pupil throughout the years of secondary education, and they must include all aspects, so that the individual discovers himself in a tight and controlled manner and with full confidence that enables him to make the most appropriate scientific and professional choice.

- The need to conduct field training courses for students to learn about the various professions, crafts and conditions required for each profession, and this made them discover themselves accurately.

Counselors and counsellors should conduct orientation programs that contribute to students' decision-making in a smooth manner without distraction.

Paying attention to improving social skills within the classroom environment, which in turn improves professional maturity.

Conducting orientation courses for parents, to be positive support for their children in order to choose the right job for them, which is in line with their own abilities and taking into account individual differences.

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Effectiveness of a cognitive-behavioural counselling program in adjusting the level of functional maturity for professional decision-making (pilot study)

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