

Gaps in School Guidance in the Algerian Educational System

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Abstract:

This article aims to shed light on the issue of obstacles to the implementation of the school and vocational guidance policy within the horizons of the educational system in Algeria specifically focusing on parents' insistence in attempting to impose the educational path as a future curriculum for their children rather than directing them based on their mental abilities and personal inclinations.

Imposing guidance that does not keep pace with the student's overall competencies risks compromising the student's personal development to fulfill family expectations.

This imposition forms the basis of the obstacles to effective school guidance as well as monitoring and detecting the impact of this improper guidance on imbalances in the personal project of the student in the future.

How can we understand this behavior on the part of parents? Is it due to the lack of trust between them and the state policy in the prospects of vocational guidance and socio-economic integration in Algeria.

Through this study, we aim to interpret parents' representations and perceptions of ideal guidance, seeking to understand the gaps in school guidance within the Algerian educational system.

The study contributes to assessing the trajectory of school guidance policy and determining the obstacles that impede its effectiveness.

Keywords: *School and vocational guidance, educational system, cognitive inclinations and abilities, structuring school guidance, student's personal project.*

Lacunes de l'Orientation scolaire dans le Système éducatif Algérien

Résumé:

Cet article vise à éclairer la question des obstacles à la mise en œuvre de la politique d'orientation scolaire et professionnelle dans les horizons du système éducatif en Algérie en se concentrant spécifiquement sur l'insistance des parents à tenter d'imposer la voie éducative comme futur programme d'études pour leurs enfants plutôt que de les orienter en fonction de leurs capacités mentales et de leurs inclinations personnelles.

Imposer une orientation qui ne suit pas le rythme des compétences globales de l'élève risque de compromettre le développement personnel de l'élève pour répondre aux attentes de la famille .

Cette imposition est à la base des obstacles à une orientation scolaire efficace ainsi que du suivi et de la détection de l'impact de cette orientation inappropriée sur les déséquilibres du projet personnel de l'élève dans le futur.

Comment comprendre ce comportement de la part des parents? Est-ce dû au manque de confiance entre eux et la politique de l'Etat dans les perspectives d'orientation professionnelle et d'insertion socio-économique en Algérie.

À travers cette étude, nous visons à interpréter les représentations et perceptions des parents de l'orientation idéale, en cherchant à comprendre les lacunes de l'orientation scolaire au sein du système éducatif algérien.

L'étude contribue à évaluer la trajectoire de la politique d'orientation scolaire et à déterminer les obstacles qui entravent son efficacité.

Mots clés: *Orientation scolaire et professionnelle, système éducatif, inclinations et capacités cognitives, orientation scolaire structurante, projet personnel de l'élève.*

Introduction:

The aim of the process of school guidance for pupils, as outlined in Algerian law, emphasizes the contribution to building the student's personal development with the aim of nurturing responsible citizens in society. Articles 03 to 06 Law No. 08-04 on national education, dated January 23, 2008, outline the school's responsibilities: (the directive Law, January 23, 2008)

Within the framework of the educational objectives defined in Article 02 of the educational directive law, the school aims to fulfill the tasks of education, socialization and rehabilitation: in the field of education, the school ensures quality education, facilitating the comprehensive, harmonious, and balanced development of students' personalities by enabling them to acquire a broad cultural knowledge and sufficient theoretical and applied knowledge in order to integrate into society.

In the field of socialization, the school, in close contact with the family, which is considered an extension of it, educates students with the aim of forming citizens capable of initiative, creativity, adaptation and taking responsibility in their personal and professional lives.

In the field of rehabilitation, the school meets the students' basic needs by providing them with basic knowledge and competencies that enable them to: (Al-Rubaie, 2016, P. 22)

- Reinvest and employ the acquired knowledge and skills.

- Enrolling in a higher or professional training or a job position in line with their abilities and ambitions.
- Constantly adapt to the development of crafts and professions, as well as to economic, scientific and technological developments.
- Innovation and taking initiatives.

Resume their studies or pursue new training after graduating from the school system, as well as continue lifelong learning with full autonomy.

We note that the Algerian legislature emphasizes the need to remove obstacles that hinder the proper functioning of the school guidance process for students and thus hinder the realization of their future projects.

These hindrances impact the tasks of guidance and vocational counselors, whose role is to accompany students within the educational institution, helping them build a vision for their future and evaluate the feasibility of their plans. This includes measuring the student's basic competencies against their desires and inclinations toward STEM fields and the academic and career pathways emerging from them, encompassing university prospects and future labor market opportunities.

Among these obstacles is the deviation of the vocational guidance for students based on their parents' desires, stemming from differing ideologies about their children's future projects.

In most cases, this results in an idealized project that cannot be realized due to the psychological inclinations and basic competencies of mental abilities related to the student. This contradiction with the parents' ideal project leads to the inevitable impossibility of achieving it in the future. This

creates an obstacle to the correct students' guidance and, consequently, an imbalance in the construction of the future personal project.

Thus, how do we explain the behavior of parents in the process of directing their children towards university divisions and horizons emanating from them that contradict the level of basic competencies and the inclinations of their children in order to achieve the family project ?

Is it possible to consider that this conflict poses a risk to the future of children as a result of directing them towards people that do not correspond to the competencies and inclinations of their children, instead of being directed towards vocational training that guarantees their future and establishes their social status.

Therefore, we assume that this situation is due to the fact that the perception of the future profession itself is a symbol for parents of its position in society . Additionally, there is a fear of directing children towards vocational training because of the lack of trust between parents and the policies adopted in the field of vocational training.

This issue is a significant concern for parents, as most of them consider this aspect in terms of abilities and achievements.

The orientation towards a future career and profession contrary to the psychological and cognitive tendency regarding the school and future path of the fields to be specialized in. Deviations in the guidance of children result in non-achievement and failure, or dropout and socio-educational interruption from the educational institution or university on the one hand and society on the other. Thus, it can be

considered that it produced a symbolic act contrary to the special interest of parents and children.

This study aims to provide an overview of some of the obstacles that hinder the tasks of school and vocational guidance counselors in our educational institutions and vocational training as well as evaluation counselors in vocational training centers. It examines how parental behavior has become a barrier to students entering the field of vocational training early. Furthermore, it identifies how this impacts the development of a personal desire to enter the labor market early and excel in their chosen future profession.

The study aims to provide parents with insight into the significance of developing a realistic future career vision for their children, taking into account individual desires and abilities. It highlights the need for gradual motivation towards fulfilling this vision. Importantly, the study recognizes that individual differences exist even within the same family, cautioning against generalizing career orientations based solely on the social status of professions to secure children's futures. Throughout their educational journey, students urgently need guidance in planning suitable educational or vocational specialties that keep pace with their needs and inclinations. This guidance should consider a set of variables (Yusuf Mustafa al-Qadi, 1998).

While children's futures depends on determining the educational and professional paths through proper guidance towards chosen academic disciplines, parents should ideally play the role of wise mentors in the school guidance process. Parents' roles should be limited to matching their children's desires and inclinations according to their aptitudes and

achievement competencies (Zeidan, 2008). Accordingly, we must define the concept of guidance as providing advice and guidance to children without entering into an interactive relationship between parents and their children.

In order not to deviate from the primary goal of guidance due to the inflexibility of parents directing their children towards incorrect future paths (Zeidan, 2008). The decision to choose an educational or vocational specialization is one of the most important and difficult decisions affecting the future of children, as it carries with it important implications for the future of the individual and society.

1. The conflict of risk in the process of guiding children between their abilities and the horizons of their parents

The family is considered fundamental unit of society in which a person grows, and receives his basic upbringing through family processes. This environment allows parents transmit their life experiences to their children, aiming to satisfy their intellectual and social needs. Therefore, the choice of parents indirectly affects the orientation of children. It is assumed that fathers play a very important role in directing the future of children towards study and the appropriate studies and professions that keep pace with their cognitive profiles and future aspirations. Many educators have highlighted the significance of guidance in this process. For example, John Dewey states that individuals, throughout their lives, need supervision over their development as well as access to science, education, and social skills (Al-Dammam, 2000)."

Considering that this significant process is determined by the academic and professional field that aligns with the student's self-desire, based on a set of criteria, the student becomes capable of self-direction as they become more aware of their core competencies and the world around him.

It is assumed that parents must support their children in making optimal choices without imposing their own desires for a future career, guaranteeing that the wishes and hopes of the parents do not conflict with the interests and potential of the children (Jawdat Ezzat Abdul Hadi, 2004).

In Algeria, for example, many parents adopt risky behavior by imposing school and professional guidance on their children.

A significant problem arises when a student chooses a specialty that contradicts their own desires in favor of a division their family wants. Parents attempt to affect their children's choices by determining their specialties and future career paths, which restricts the children from pursuing their own aspirations. As a result, children are often forced to choose a family project instead, impacting their chances of future success and leading to dissatisfaction with their profession due to parental pressure.

2. Obstacles to the ideal guidance of parents and its impact on the process of school and professional guidance:

We note that the school guidance aims to help students make the right school and professional choice by building their personal projects based on their aptitudes, abilities, and inclinations.

This approach increases the likelihood of success in their educational paths and future professional endeavors. Elec-

tive and vocational education relies on a set of experiences, competencies, and personal insights that contribute to children's ability to make autonomous decisions.

These choices are often sound because they are based on self-knowledge and keep pace with personal inclinations and mental abilities, ensuring their applicability in the professional domain and labor market (Yusuf Mustafa Al-Kadi, *Psychological Counseling and Educational Guidance*, 1981)."

Here, the ideal guidance parents provide to their children may be counterproductive if it does not take these factors into account. This can negatively impact the children's personal projects, causing them to deviate from their predetermined goals due to a lack of will and a misalignment with their own inclinations. Therefore, they may be compulsively directed toward goals that do not match their personal desires and abilities.

3. Career and career prospects in the eyes of parents:

The concept of social inequality in the representation of the profession and the professional future of parents is often used and interpreted differently (Benflis Khadija, 2014), within certain theories. In sociology, for instance, proponents of action theory suggest that social class inequality is commonly found in developed societies, as hierarchical dominance becomes necessary to consolidate social order and maintain a stable social structure. Conflict theories, such as Marxism, emphasize the inaccessibility of resources and the lack of social mobility in class societies. Many sociological theorists have criticized the reality that the working classes are more likely to be unable to make economic and social progress, while the wealthy tend to retain political power,

which they utilize to exploit the proletariat (the working class) (Mohamed Mostafa Abdel Samy et al., 2004, p. 44).

Therefore, the representation of the professional future in the eyes of parents is objectively related to the social status resulting from professions, and the socio-cultural view of the profession and its social status.

This perception makes the profession prestigious for parents and promotes the desire to pass it on to their children or push them to fulfill this social status (Turkish, 2000).

We note that this risk in itself is considered a behavior that is subjective and devoid of objectivity, because it is not based on scientific foundations related to the basic competencies of children and taking into account their inclinations. Instead, it is affected by social factors, which creates imbalances in the guidance of children and impacts their future outcomes.

These are among the reasons we mention in the following:

- The absence of a clear policy concerning vocational training in Algeria, in terms of inputs and outputs, and ensuring the professional future of graduates across all professions in Algeria.
- The lack of community awareness about the significance of science and knowledge and the neglect of fulfilling the student's personal project in all aspects of scientific, cognitive, and life areas.
- A lack of trust between the family and the community, and the absence of belief in the community project, which is built from the basic building block. The need for all spectrums of society is a real necessity that re-

quires us to double efforts to reshape the professional format in society.

- Parents' lack of faith in their children's abilities and their potential roles as active members of society in the near future, along with a lack of belief in the significance of their contribution to fulfilling a national goal that benefits society as a whole and propels them towards progress and advancement.
- The absence of responsibility and motivation for children to serve their homeland and society and the need to choose a professional future that serves these goals.
- The absence of clear policy parameters that provide students with quality educational and social services, generating in parents a set of self- and social convictions about the necessity of enabling children the freedom to choose.
- The lack of clarity concerning knowledge culture and information technology, the emergence of the digital divide, and the increasing severity of its negative impacts on our economic and social life.

In conclusion, if we want to form good citizens in our society, we must consider the standards of the social base and meet its necessary requirements for life.

This includes protecting intellectual property, ensuring freedom of opinion and expression, encouraging creativity, and fostering democracy, urging the involvement of community actors in political decision-making and decision-making . All these data establish self-selection in the future guidance of children.

Conclusion:

The educational and social environment is witnessing a new method of providing services to children sought at raising the efficiency of their performance in daily life and reducing their dependency. This approach addresses the need to provide information about the world of work and its future prospects. The information technology and knowledge that the world is witnessing today contribute to enlightening students and helping them make informed choices concerning their personal projects, originating from the significant digital revolution.

While the role of parents should not be neglected in the process of accompanying their children to achieve their personal project, because children are in constant need of feedback from their parents and continuous support and motivation in order to achieve the goal and success, and the application of this requires a set of possibilities in order to achieve this, and achieve a good level of performance in society.

While the role of parents should not be neglected in the process of supporting their children to fulfill their personal projects, it is significant to recognize that children need continuous feedback, support, and motivation from their parents to achieve their goals and succeed. Applying this necessitates a set of resources and opportunities to ensure children reach a high level of performance in society.

But in our societies, we find that there are some obstacles facing its application in the field, most notably the weakness of the community infrastructure and the weak public awareness of parents of the need to contribute to the construction of their children's project without imposing their

own guidance. Parents often view their guidance as a lofty directive associated with the profession and its status in society. However, what suits one individual may not suit another, as individuality differs among students. Thus, it is imperative to develop a vision and strategy at the family level and create an action plan for parents to apply in partnership with school guidance specialists within our educational institutions to achieve their children's personal projects. Therefore, we present a set of significant recommendations, encompassing the following:

- Activating the socio-professional integration of vocational training graduates and ensuring their effective integration into society.
- Correcting the negative perception of vocational training by highlighting that it offers future competencies and community cadres in the labor market, rather than being seen as a path for dropouts or repeaters.
- Encouraging the involvement of civil society in the social mobilization process and highlighting the importance of vocational training in Algeria and its future prospects for children's success.
- Recommending the introduction and intensification of training courses for children in the world of work to boost their self-confidence, aspirations for new challenges, and overall morale and academic achievement, thereby helping them to enter the labor market and choose their desired professions.
- Spreading awareness among parents and offering them modern knowledge to transition from a tradi-

tional society to a knowledge society, and adapting to the contemporary world of work.

- Urging decision-makers to consolidate and activate the concept of development within the culture of society, depending on the adaptation and response of various actors. Fostering a culture of acceptance, respect, and support for children's personal projects within the community.

Developing a systematic plan to build the infrastructure and the foundational elements of society that meet the requirements of globalization and the global technological environment.

- Involving the human resource in the technological transition of the information society, and motivate universities and institutes to conduct scientific research to develop models of children's projects and the world of work and professions.
- Developing a systematic plan to build the infrastructure and the foundational elements of society that meet the requirements of globalization and the global technological environment.

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