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Investigation of the need for professional guidance and psychological counseling program in Algerian high schools

Khiati, Abdou-elkadir El-Amir, Ph.D.

Rensselaer Polytechnic Institute, 1988

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INVESTIGATION OF THE NEED FOR PROFESSIONAL GUIDANCE AND PSYCHOLOGICAL COUNSELING PROGRAM IN ALGERIAN HIGH SCHOOLS

by

Abdou-elkadir El-Amir Khiati

A Thesis Submitted to the Graduate

Faculty of Rensselaer Polytechnic Institute

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In the Name of Allah, the Beneficent, the Merciful

DEDICATED TO

Those noble and sublime personalities

whose serenity, courage and wisdom

constantly motivate me on the

Path of Guidance

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Abstract

The astonishing development of various industries during the last thirty years has, to some extent, led to minute vocational specialization and many vocational choices. In this situation, the schools in Algeria should be capable of guiding and counseling students in their educational and vocational choices.

A relatively brief survey of the existing social, educational, and economic conditions in Algeria constitutes one aspect of this study. Also, the condition and status of guidance and counseling system in Algerian high and fundamental schools has been analyzed. The study also provides a backdrop of basic guidance and counseling in the United States so as to focus on the achievements of the Arab countries. The primary concerns are the expressed needs and problems of the students, schools, and society, as denoted in the relevant Islamic and other literature in the field of guidance and counseling. An appropriate program of guidance and counseling, synthesizing a combination of western approaches and the traditional Islamic approachs, is advanced.

Emperical data pertinent to present practices and attitudes towards guidance and counseling buttresses the specific hypothesis adopted. These data have been statistically tested. Three separate questionnaires were used to collect the data and the sample used for the study consisted of 360 high school students, and 80 teachers and principals, from seven high schools randomly chosen from the metropolitan Algiers area.

The last chapter of the dissertation summarizes the research findings, provides specific conclusions, suggests issues for and avenues towards continued research into the design concepts introduced in the study, and provides policy recommendations for implementation of the findings themselves.

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CHAPTER 1

INTRODUCTION

The Government of Algeria is striving very hard to utilize the energy and the talent of each of its countrymen to continue the path of rapid development. This fact is substantiated by the following statement :

> "In addition, problems with the application and maintenance of new and complex imported technology - partly associated with the relative scarcity of management and other technical skills - ... The 1980-1984 Development Plan, introduced in an effort to correct these imbalances, marked a significant change in the emphasis of policy. Under the Plan, investment has been reallocated in favor of lighter industries and development of the social infrastructure, government decision-making and state enterprises have been decentralised in an attempt to increase efficiency, while private investment has been encouraged. The estimated US$120 billion 1985-89 Plan, currently being prepared, is expected to further develop these themes." (Abecor, 1984).

The astonishing development of various industries during the last twenty years , to some extent, led to minute vocational specialization and many vocational choices. In this situation, the schools should be capable of guiding and counseling the students in their educational and vocational choices.

Since the independence of Algeria and the recent economic trends in Algeria, the provision for diversified courses of instruction make it necessary that teachers and school-administrators in Algeria be equipped to give proper guidance and counseling to students. The Four Year Plan has stressed the importance of education for young educated Algerians so they can produce and participate effectively in the development of the country. This fact is more obvious, when we realize that more than fifty percent of the Algerian population is under twenty years of age; which means they cannot be useful citizens unless they become properly educated.

Algerian society is more complex today than ever before in history. The changing environmental conditions in Algeria have placed much greater responsibility

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on young people for making wise choices. The guidance and counseling given by the family to Algerian youth is insufficient. The only type of orientation given by the school to the students is related to the choice of the field of study. Students are oriented to different fields according to their grades in different courses of study. It is imperative for schools to take an active part in providing guidance and counseling to their students. Developed countries, such as the United States of America, have realized that one aspect of good education is to enable pupils to appraise their talents and aptitudes and to channel their efforts so that they are consistent with their abilities. This does not happen without active guidance and counseling provided by the school.

A clear idea about this specific program of guidance and counseling can be understood better when the Algerian educational system is discussed. The next chapter is devoted to that purpose.

For the purpose of this study, the author has chosen the second level of education the senior high school level. The senior fundamental school level will also be taken into consideration (grade IX). In the large majority of cases, the senior high school extends over a period of three years, covering grades, X, XI, and XII. These grade levels are important because of the following reasons: (1) the age problem (adolescence), (2) students are in the stage where they have to make a dicision about their future profession or education, and (3) some students are faced with some family constaints arising from their responsibilities in their homes.

It should be noted that in Algeria the senior high school corresponds to the last three years of high school in America.

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1.1 STATMENT OF THE PROBLEM

In this study, a program of guidance and counseling services is suggested for high schools, since education in Algeria needs to make immediate changes to meet the requirements of rapid development.

Many educators such as Lotfi (1984) and Torki (1984) have stressed that the Algerian educational system needs immediate reorganization on sound pedagogical and national principles. Clearly it is the inefficient, inadequate, and anti-dated educational system that has led to unemployment, delinquency, dropout, and academic and vocational maladjustment. In turn, this condition has affected the national economy and the normal everyday life of the average Algerian. It has created a myriad of other problems the solutions, and the the public is demanding solutions. The government of Algeria started taking steps towards improving the educational system. Appointed by the government of Algeria, the Educational Commission, has suggested some measures for reorganization of high schools. Nearly nineteen percent of 1981 Administrative budget was devoted to education (Europa, 1985). This is evidence of the special importance given by the government to the reorganization of the educational system in Algeria.

Since this program is going to be the first of its kind in Algeria, this thesis addresses some of the critical questions related to the types of counseling and guidance systems used in schools, and public acceptance of the systems. It should be stressed that the program to establish a counseling and guidance system has to be implemented according to the principles and valuesof the Algerian society which is based on Islamic culture.

The author believes that this is the proper time for high schools in Algeria to begin a program of guidance and counseling services. Such programs are increasing in number within the developing nations. For example, in the Arab countries, Egypt

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was the first country to adopt such a program, followed by Kuwait in 1966, Jordan in 1969, and Saudi Arabia in 1981. These programs were adopted from counseling and guidance systems in the United States of America. There is a re-evaluation and modification process now under way to make the programs suit the Arab societies (Abulibdeh 1969, Essaigh 1985, Khatib 1975). Almost all of the previous studies did not take the social-cultural foundations and principles of the societies into account. With this background we feel that Algeria has to introduce this program in its society very soon. Therefore, a sound social and culturally relevant study on this subject will prove very valuable for the education system of Algeria. An appropriate program of guidance and counseling is essential in order to provide adequate educational and vocational guidance and counseling to the students. Such an educational program will also reduce the loss of potential human resources.

1.2 PURPOSE OF THE STUDY

This study is concerned with the establishment of an appropriate plan of guidance and counseling for youth in Algerian high schools and how this plan will affect the development of academic and vocational education. This study will be based upon: 1) a survey analysis of Algerian youth from academic and vocational schools, and 2) a quantitative assessment of attitudes about guidance and counseling.

Therefore, the four major purposes of this study are:

(1) To establish the need for guidance and counseling services in the Algerian high schools by surveying the social, economic, and educational situations in Algeria.

(2) To review the present status of guidance and counseling in the United States of America in order to set an archetype for developing an appropriate program for Algerian schools.

(3) To survey the attitudes of Algerian youth toward guidance and counseling, in order to assess the magnitude of the problem.

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(4) To identify the principal cross-cultural considerations pertinent to a plan for guidance and counseling services in the Algerian high schools. Much consideration should be given to the Islamic understanding of counseling and guidance.

1.3 DEFINITION OF CONCEPTS: GUIDANCE AND COUNSELING

There are many definitions of guidance and counseling. One broad definition that includes much of what has been written about guidance and counseling, is the definition composed by the Illinois State Board of Vocational Education (1983):

> "the set of services designed to aid the individual to determine, analyze and understand his interests, aptitudes, abilities, opportunities, problems, and needs. In order to make wise choices and adjustments, and thus better serve him to better understand himself and to more effectvely utilize his assets and opportunities so that he may live, and make a living, to the best advantage to himself and to the society."

The process of counseling and guidance occurs as a result of a good relationship between a specialist in the field of counseling psychology (counselor) and someone who receives that counseling (client). This process helps the client to understand himself and learn about his problems and his environment , and how to deal with them. To benefit from counseling, one has to have motivation towards it. A positive attitude towards counseling helps someone to use his knowledge realistically (Campbell, 1971). Also, counseling encourages the client to make the appropriate decisions to develop his capabilities, and get maximum benefit from his capabilities within the given opportunities and circumstances of life.

Guidance and counseling are provided to individuals to help them to develop themselves and choose the appropriate life style for their expectations and future plans. Also, it is provided to protect them from difficulties that might impede their development or prevent them from the realization of personal happiness in life.

<u>To whom guidance and counseling are provided?</u>

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Guidance and counseling are provided to people who have difficulties in choosing a profession or a field of study. It is necessary for those who have some professional psychological, social, and educational training to help others overcome their problems and to reduce the anxiety, tension, and hopelessness that result from problems. Guidance and counseling will guide them to the means of developing and protecting themselves from failures and unbalanced situations.

The guidance and counseling relationship should be normal, without any imposition, force, punishment, or prejudice. The counselor should try to make the client aware of his environment and should convince him to follow a plan to educate or to train himself to solve his problems. The counselor should concentrate on the positive characteristics of the client, give him the freedom of choice in decision making, and let the client take responsibility for his decision and accept the results.

Guidance and counseling services are provided in appropriate places and environments. It is given in schools, training institutions, rehabilitation and correctional facilities, and in nursing and foster homes. It is not necessary to provide counseling and guidance in psychiatric or psychotherapy clinics.

Guidance and counseling systems approach the individual as a whole. The systems consider all aspects of the client's life - personal, educational, professional, family and marital. For these various aspects, to address these aspects of life. There are different branches of guidance and counseling. Each branch pertains to its area of concentration, (e. g., psychological guidance and counseling, educational guidance and counseling, marital guidance and counseling, family guidance and counseling, religious guidance and counseling, therapeutic guidance and counseling).(Isaacson 1971, Shertzer & Stone 1981, Suleiman 1982, Super 1962, Zahran 1980).

The Definition of the American Psychological Association of thepsychological Counseling and Guidance:

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In January 1977, The American Association of Psychology approved to review the standards of those who do psychlogical services which were prepared by a special committee for this purpose. Since then, the committee has worked with psychlogists of four specialities that were approved by the American Association of Psychology: clinical, counseling, industrial/organizational, and educational, in reviewing these general standards so they would satisfy the needs of these fields. As a result of these efforts, in January 1980 the Council of the American Association of Psychology approved the formal guidelines for offering services by psychologists in all four fields (American Psychologists Review, 1981).

definition of psychological counseling as described in these guidelines is:

> "The services of psychological counseling and guidance are those services that are provided by psychological and guidance counselors. using principles, methods and measures to facilitate behaviors and actions of the human being through the procedures of his developement throughout his life. While coundacting these services, the psychological counselors conduct their actions stressing the posetive parts of development and conformance within a developmental framework. The aims of these services are to help the individuals to learn or change personal and social skills, and to perfect the adjustment to the changing needs of the life. Also they enforce the skills of dealing successfuly with environment and gaining a number of abilities to solve problems or make decisions. Psychological counseling is also used by the individuals, couples, and family in all stages of work to have them relate effectively effectively with problems connected with education and decisions related to selections in professional life, sex, marriage, family, other social relations, health, elderlyness, and social or physical handicap. These services also are given in the educational institutions, vocational readaptation institutions or in the health institutions and in many other private or public institutions that are woking to advance these services in one or more of the mentioned areas."

1.4 REVIEW OF LITERATURE

In reviewing the literature, consideration was given to the following areas: (1) problems of youth, (2) counseling, guidance and education , (3) counselor role,(4) guidance and counseling in New York State, and (5) the concept of guidance and

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counseling and its application in the Arab countries.

1.4.1 Problems of youth

A variety of techniques have been used in studying the behavior and problems of young people. Researchers have sought information about specific groups as well as about individuals. Their purposes have been mainly to determine the problems that cause the greatest concern to youth. The findings have repeatedly shown that young people need and want help with their personal, educational, and vocational problems.

During the late 1930's, one of the earliest and most comprehensive reports about young people and their problems was prepared by the American Youth Commission of the American Council of Education. The entire study concerned problems of youth in two states, Maryland and Pennsylvania. In his book, Youth Tell Their Story, Bell (1974) mentioned this report. Bell's investigation revealed that social problems were the major concern of youth Bell stated that (1) economic security, (2) increased guidance, (3) vocational training, and (4) health were basic concerns of the subjects (under investigation).

According to psychologists, the normal school student is defined as the individual whose age is usually between 14 and 18 years old; some students who are underachievers may remain in schools up to 21 years of age because they need special treatment. The students at this age are in what is called the adolescent period. the adolescent period. Lambert and others (1972) stated that the starting age of adolescents varies from 10 to 13 and the concluding age varies from 19 to 21. Shertzer and Stone (1981) define adolescence as:

> "the transition period between childhood and maturity. It is also used to denote the physical, psychological, and social development and maturation that take place. The time span in years is roughly from 12 to 20."

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In this period, the primary task of adolescence as suggested by Erikson (1968) is to acquire an identity. The young person becomes preoccupied at this time with his view of himself as compared with other people's views of him. He is faced with the task of adapting his childhood roles and skills to the social and occupational demands of the parents. Erikson also indicated that a person cannot find a lasting identity if there is no personal conflict during adolescence. The great danger at this stage, as Erikson sees it, is of identity confusion, stemming from the individual's doubts concerning his sexual, personal and occupational roles. Saleh (1972) has identified the developmental tasks of Egyptian adolescents as an outcome of the interaction of the adolescent with his society and its traditions, values, and principles concerning social behavior.

In Algeria, in other countries around the globe, and especially the developing nations, there are many needs of youth that are not met. The individual's personal, social, educational, and vocational guidance and counseling needs have not as yet been ascertained and adequately described in an organized manner in Algeria. Kaufman and English (1976) defined guidance and counseling needs as: " a gap between what is and should be. .. A need assessment is a formal collection of gaps, the placing in priority order, and selecting the gaps of highest priority for action and resolution. It is a formal process."

In his study about the guidance needs of the high school students in Kuwait, Omar (1983) focused on four types of needs: personal, social, educational, and vocational.

1. Personal Needs: Personal needs can be defined as a group of needs related to the person in the frame of his/her intellectual, physical, and emotional self-reflecting the function of his/her mind, body and "heart" in normal situations.

2. Social Needs: Social needs can be defined as a group of needs related to the

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interaction between the individual and his/her environment in the framework of his/her behavior with people and his/her reaction toward them. The interpersonal relationships between the individual and others determine his/her social needs.

3. Educational Needs: Educational needs can be defined as a group of needs related to the educational or the training opportunities and their requirements.

4. Vocational Needs: Vocational needs can be defined as a group of needs related to positions, jobs, occupations, and careers.

As a result of his study, Omar (1983) concluded that students in Kuwait "were bothered most by all problems related to post-secondary school situations and least by problems of morality and religion. In the four major areas of the personal, social, educational, and vocational guidance needs, the students were bothered most by problems related to educational guidance needs, while they were bothered least by problems related to personal guidance needs. They identified their most serious problems as related most to vocational guidance needs, and least to personal guidance needs".

Also, the literature indicates that some of the problems of youth result from poor health habits. Insel and Moos (1974) expressed concern over the health habits of youth in the society. In trying to determine the relationship between physical ability and social adjustment in adolescence, Kiritz and Moos (1974) found that poor health was highly correlated with social difficulties and lack of status, feelings of inferiority, and personal maladjustment in other areas.

Many writers were of the opinion that ill health may be either a cause or a result of poor adjustment. For example, Salk (1974) stressed the fact that the root of misbehavior, irritability, laziness, and instability could be found in organic factors and that thorough physical examination was one of the desirable steps in studying the causes of problem behavior. In general, the related research and articles revealed

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that any physical condition that limits the range of stimuli to which a person was sensitive or which limits the extent of his responses will have important implications for his social and emotional adjustment.

The literature also emphasized that the home as well as the school was directly responsible for the formation of good mental and physical health. Guidance personnel in school and others concerned with the health and personality development of students refer to a harmonious home life and emotional security as important in the growth and development of the child.

Harmony and emotional security, however, are not always found in the homes of American youth[1]. Furthermore, it is commonly held that as children grow into adolescence many of them have conflicts with their parents, a view partially confirmed in a study by Rice (1975). Rice's study provided information as to causes of family conflicts between parents and between parents and youth. An analysis of the data indicated that most of the problems of youth in the family relationship were related to social life and friends. Rice concluded that such findings were probably valid because adolescents usually place more importance on having friends than on other areas of their lives.

According to information presented in the area of family life, one can conclude that the home is a very important agency in the adjustment of the child. Ellison (1983) as well as others, implied that the general emotional tone set by the family in the home was usually that absorbed by the child, and had continuing effect through the years of youth.

Authorities have also pointed out that it is from the home and school that the youngsters frequently experience many social problems in the process of growing up. Franklin (1954), Linton and Nelson (1979) stated that some of the social

[1]Johnson S., Da'wah to Americans: Theory and Practice, 1984, p.5-7

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problems of young people were due to the lack of understanding of the problems of youth in the home and the school. They asserted that both the home and the school have failed to realize that major problems of youth are largely social. Linton and Nelson (1979) stated that schools could become major centers both of personal development and of intellectual excitement, and significant agents for social change.

The literature revealed that the school could go a long way in helping youth to meet their needs. For example, Berliner (1983) pointed out that many of the problems faced by students can be alleviated when teachers work with students to help them solve their problems. According to Berliner, this was true (1) in learning problems, (2) in problems connected with socio-psychological development, (3) in learning relations, and (4) in furthering good human relationships. Thus, techniques for effectively adressing the needs of youth have the potential for making positive changes in children that affect all their personal and social relatioships.

One of the primary objectives of researchers who employ different group-techniques of guidance and counseling is to meet the needs and interests of youth in school situations. They have found the group method to be especially effective with such school problems as poor study habits, and fears accruing from having to take examinations. I believe that such findings should be highly significant to school teachers and counselors since study skills head the list of school problems as conceived by students.

In his comparative study about high school achievement, Colman (1982) presented data showing a relationship between achievement problems of youth and their attitudes toward the school as a social system. Specifically, Colman's data indicated that (1) attitudes toward school as a social system, (2) students' self-concepts, and (3) students' sense of "internal control" are more critical to success in school than the type of school attended (public, catholic, or private).

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Many writers stressed the need for counselors to give attention to the emotional needs of youth and their vocational plans. Lewis (1970) believes that guidance cannot be concerned solely with aptitude and outlets but must include needs and means of satisfying needs. According to Lewis, guidance must be for adjustment; taking into account both aptitudes and their uses on the one hand and emotional needs and adjustments on the other hand.

Expressing a similar view, Borow (1973) indicated that a primary reason for choosing a particular vocation is unconscious in the sense that the individual, when pressed to explain reasons for selecting a vocation, is forced to admit that he/she did not know why. The study also mentioned the fact that one's occupational choice is an expression of basic personality organization, and that occupational behavior can satisfy the individual's unconscious needs and further mature adjustments to life situations. Thus a person who is truely adjusted occupationally is likely to be well adjusted personally.

In the area of vocational choice, much emphasis is also placed on the role of parents (Moroney and Moroney, 1984). Recoggnition of the vital role that parents play in the guidance of their children should encourage administrators and counselors to develop techniques to help parents guide their children more intelligently. Various authorities also indicate that some of the reasons for inappropriate choices of vocations have been due to the influence of uninformed parents. Other inappropriate choices of youth are due to the fact that: (1) some parents had rather provide apprenticeship training. (e.g., a father who is a carpenter teaches his trade to his son by taking him with him on the job); (2) some parents want their children to realize their own thwarted ambitions; (3) some parents are poor judges of their own children's aptitudes and interests and do sometimes direct, order, or limit the choices of their children, and (4) other parents are misinformed about educational and

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vocational requirements and opportunities (Rice, 1975).

In reviewing the literature on problems of youth one fact stands out vividly. Despite the fact that there are many trained workers in the field of growth and development of youth, adolescents have many problems. Furthermore they present many difficulties to teachers and counselors. Some adolescent problems arise from school conditions, but most of them arise from non-school sources. Therefore, some solution must be found in the school and in the community.

1.4.2 GUIDANCE, COUNSELING AND EDUCATION

Guidance and counseling has been established as a profession and speciality in America since the first decade of the 20th century. Frank Parsons, the father of guidance and counseling in America, established the first office of job counseling in Boston in 1908, to guide and counsel American youth seeking suitable appropriate jobs. Since that time, guidance and counseling has evolved very rapidly, becoming one of the requirements and necessities of education in the 20th century. Guidance and counseling are used for the following purposes:

-- To improve education and training,

-- To counsel and guide the family,

-- To improve programs of educating criminals, handicaped, delinquent, and orphans...

Guidance and counseling have been used in hospitals, factories, schools, and armories (Shertzer & Stone, 1981).Then, it spread as a profession and speciality from North America to Europe, Asia, Africa , South America and Australia. In the seventies and eighties many countries included guidance and counseling in their development plans using it in schools and training centers (Mack, 1979, Shertzer & Stone, 1981).

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In every nation, the organization of education reflects the prevailing social structure. Like other social institutions, the school is a product of many forces. that presse upon the school, mold its form, and determine its essential function. Schools are influenced by historic, economic, and cultural forces characteristic of the society. Regardless of the political or economic system of a given society, education is a crucial tool to the nation's development and to the individual fulfillment of its people. Economic and material progress depends more and more on the amount and quality of education a society provides. If we are to protect the worth, dignity, interests and welfare of people as the principal asset of human society, then guidance and counseling systems are an inescapable necessity of educational programs in free nations. As Wrenn (1973) stated:

> "There is only one way we can continue to serve youth in the years ahead and serve them well. We must understand the new social forces that are influencing young people, as well as the rest of us... and we must learn to apply new psychological insights into the nature of the individual. How well young people of today meet the problems of tomorrow will depend on their skills and attitudes, their resources of mind and character. How well prepared they are in these respects is primarily the responsibility of their parents and teachers. But in their development the professional counselor can have a constructive and useful role".

It is clear that in all societies technical progress and economic growth provide a major motive for educational development. As the standard of living rises, the resulting living conditions permit a longer school life for the children. Technology releases men from the most elementary tasks, producing a growing demand for qualified workers and necessitating a more advanced type of academic and vocational education for all citizens. In this view, educational expansion is at once a precondition and a consequence of social change and economic progress. As society changes, school objectives change, more frequently following social change than leading it. In this regard Wrenn (1973) mentioned four objectives seen as the most

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significant to the school counselor in the American society.

1. "The school's primary function is to facilitate the intellectual development of students who vary widely in intellectual ability and who vary in the relation of the intellectual to the social and emotional dimensions of their personalities."

2. "The school could be charged with a multifold function of developing intellectual, social and vocational competencies.. perhaps in that order of importance."

3. "The school must become effective in developing individuality simultaneously with socialization."

4. "Education for living with people of other cultures...for cultural internationalism must be given increasing importance."

In working within the culture, counseling and guidance can be understood only as changes within the society, the behavioral disciplines, and the school are understood. It is clear that the total setting in which the individual lives, learns, and works will affect the problems he faces, the decisions he must make, and the values he holds. Most persons will need help in facing the transformations that occur in life.

Many developing countries adopted and used guidance and counseling in schools, training, and counseling centers based on the American model. Specifically, counselors and educators in developing countries adopted American concepts, principles, goals, and methodologies of guidance and counseling as used in America (Abulibdeh, 1969; Khatib, 1975; Omar, 1983).

This author believes that the American model of guidance and counseling is well developed in its techniques, well developed in its conceptions and the American counselors are leading in this area. However, blindly adopting the American model in societies of the developing countries, especially Arab-Islamic countries, is not adequate. This fact has been mentioned by Abulibdeh (1969) who stated that:

> "To help understand and evaluate Kuwaiti guidance, one has to define it, and see how guidance functions, in the American sense,

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> are carried on in Kuwait,...there is nothing written about guidance (in Kuwait) per se, such as definition, philosophy, and objectives."[2]

Khatib (1975) discussing the adoption of foreign psychological measurement stated that:

> "Although foreign instruments may be used as a guideline in developing these tests, any adoption or adaptation of such instruments would be a serious mistake, because of the cultural differences which exist between Jordan and other developed countries".[3]

Omar (1983) also brought out the same argument when he said:

> "Adolescents in the state of Kuwait, and perhaps throughout the region, should be helped to better handle their personal, social, educational, and vocational problems within the framework of the Islamic religion and the arab tradition."[4]

Because of many factors mentioned below, the American model does not provide the ideal solution:

1. It is practically and conceptually wrong to adopt a guidance and counseling model of one society to another society which has different beliefs, different way of life, and different morals. Guidance and counseling cannot be applied isolated from the values of the society (Bingham, 1976).

2. Guidance and counseling as applied in the United States is implemented within the context of separation of church and state and is divided in two categories:

a) religious guidance which is used at home and in the church.

b) secular guidance which is used in schools and training centers (Pallone and Lee, 1969).

In the Islamic society, religious matters and non-religious matters all belong to Allah (God). Islam is religion and state, it is belief and a way of life, it is worship and behaviour, it is faith and practice, economical and political system (Ibn

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[2] Abulibdeh, 1969, p.84.
[3] Khatib, 1975, p.211.
[4] Omar, 1983, p.382.

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Taymiah, 1976; Al-Ghazali, 1976). This Islamic concept of "Allah" makes guidance and counseling in the Islamic society based on religious and non-religious aspects. In his article "Guidance and Counseling in Saudi Arabia" Essaigh (1985) made this clear and commented on the necessity of this field in Saudi Arabia stressing the importance of benefitting from the human resources in the society. In his definition of counseling, Essaigh said the goals of counseling help students to understand themselves, discover their abilities, and solve their problems in the context of Islamic teachings. Such goals are to achieve a state of balance and satisfaction, psychologically, educationally, professionally, and socially in individuals.

According to Essaigh (1985), the objectives of guidance and counseling in Saudi Arabia can be summarized as: 1) guiding the student Islamically from all perspectives of life to be a good member of the society, 2) helping students to get the maximum benefit from the educational system, and showing them the techniques of studying and using their time efficiently, 3) discovering the abilities of the students and their attitudes and orienting them to whatever is beneficial for them and for the society. This objective can be achieved by: (a) taking care of the underachieving students to do whatever is possible to rescue them, (b) trying to discover the gifted students and provide more opportunities for them, 4) adapting students to school environment and preparing them for the future programs while helping them to choose the field that is suitable to their abilities and the needs of the society, 5) strengthening the relationship between the home and the school to complement each other, 6) participating in research and studies related to educational and individual problems, and 7) getting any possible benefit from the school activities since it is an important area for the counseling and guidance of the students.

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1.4.3 Counselor Role

Recent investigations indicate that the counselor performs a variety of functions (Betz, 1983; Herr, 1969; Lewis, 1970; Kushel, 1970). These functions are based upon a diversity of role expections and thus prevent counselors from clearly defining their roles in narrow limits. The combination of diverse role expectations and functions has apparently resulted in some professional role confusion.

A role which appears to be favored for counselors is that of the counselor who only counsels. A sampling of the many writers who have discussed this role includes Albert (1966), Gilmore (1983), Lewis (1970). Their studies and statements affirm the importance of counseling as the primary role for counselors.

For Dunlop (1968), the role of the school counselor can be stated simply:

> "He is the specialist on the school staff who is uniquely qualified to help students work out increasingly complex problems and vocational choice, help them plan and carry through meaningful and appropriate educational programs, and help them identify more satisfactory solutions to personal-social problems which may be having an adverse effect upon their lives".

Roberts (1970) identified the school counselor as: 1) a school staff member committed to education and the educational process, 2) a staff member whose function is to study human lives and their contingent environment, 3) one who should devote two-third of his time to counseling with individuals, and 4) a consultant to teachers, administrators, and parents.

Shertzer and Stone (1981) argued that the counselor must articulate his own role and then communicate it to others. This articulation, of course, cannot take place without some n consideration of the significant help from others with which a professional must interact, since a counselor depends upon acceptance by his colleagues for success.

Hart and Prince (1969) stated that the school counselor is subjected to various demands and pressures from a number of sources, such as his own

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conceptions of "good" practice gathered from graduate education, his supervisors in the educational setting, the students, teachers, and parents. In practice, however, the counselor probably adopts a more pragmatic position, the result of which is an interaction between the role conceptions of others and his own perception of what he should be doing.

Carmical and Leland (1970) asked school counselors to indicate their preferences for certain of the traditional functions that school counselors usually perform. Those functions relating to research and evaluation fell into the middle third of the seventy-seven activities rated, indicating that although the counselors in the study viewed evaluation as important, it fell well behind many other activities.

Longhary (1961) has suggested some possible reasons for counselors' discounting the importance of evaluation activities. He questioned a number of school counselors about their failure to conduct research. They responded that there were three primary reasons why more studies were not being conducted. A major reason was the lack of time. Most counselors in Longhary's study felt that their first responsibility lay in the area of counseling and they indicated that they rarely completed their work in this area. A second reason was that counselors believed that administrative policies kept them from conducting research. The third reason for not conducting evaluational studies was that they felt that they were inadequately prepared to conduct them.

One of the counselor self-studies which was conducted was Truax's research (1971) on how counselors focus on client anxiety. The study proved that guidance outcomes are more positive when specific efforts are made to focus on the principal sources of concern of the client.

In his study, "Toward a Separate Professional Identity", Van Riper (1972) evaluated the acquired ability of school counselors to predict student perceptual

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responses as a possible basis for counselor function and identity. The results indicated that counselors are more than accurate in predicting student perceptual responses.

In his evaluative study of guidance services in the school of Kuwait, Abulibdeh (1969) administered questionnaires to the counselors, the school administrators and officials of the Ministry of Education. His findings prove that Kuwait school guidance is not well-defined. It is in its professional and remains problem-oriented. A philosophy of counseling is lacking. Instead of concrete practical goals, objectives are rather global and metaphysical. Instruments and assessment programs to evaluate counseling are absent. The personnel training is inadequate. The system is understaffed. In his recommendations, Abulibdeh concentrated on the necessity of defining guidance, establishing a practical philosophy, and specifying objectives, as the first steps in developing an efficient and effective guidance system in Kuwait.

1.4.4 Guidance and Counseling in New York State (NYS)

To have a better understanding of the current program of of guidance and counseling in New York State, this auther visited the guidance department at the Catholic Central High schoolin Troy, counseling department at Shenendehowa High school in Clifton Parck, and the Guidance Division of the NYS Department of Education. After meeting with staff and officials in these three institutions, the following information was obtained.

Recently, the 1985 Commissioner's Regulations of the New York State Education Department have had a marked impact on NYS guidance and counseling activities. New revised educational and occupational information materials were published. Two major examples are the Career Guidance Programs Series in 1976 and the District Guidance Plan in August 1985.

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Most schools in the United States provide a considerable number of guidance and counseling programs. The schools with organized guidance and counseling programs are able to do a better job of helping their students than those with unplanned and uncoordinated guidance services.

There is a general agreement in regard to several services that are included in the guidance and counseling program. The services are: (1) individual inventory, (2) information, (3) counseling, (4) placement, and (5) follow-up.

The Individual Inventory Service

The individual inventory service attempts to aid the student to understand him/herself. It is concerned with securing, recording, interpretting, and using information and data about the individual student, to aid the student to understand him/herself and enable the counselors and others to work more effectively with the student. Good inventory service supplies sufficient information to give a relatively complete and accurate picture of the individual in his/her total environmemt.

The individual inventory service includes school activities designed to secure and record data about the pupil which are important for his/her adjustment and optimum development. Aaccumulated data from activities provides information about how the student lives and learns. This information is referred to as the cumulative record. Most of the schools have a systematic plan for recording important data secured about individual pupils. The plan used by most schools in the state of New York includes the cumulative record. It is an indispensable tool for the teacher and counselor.

A kit of sample forms used in many public and nonpublic schools throughout the State of New York is made available to schools by the Bureau of Pupil Services of the New York State Education Department in Albany, New York.

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For the individual inventory services, the following kinds of information are collected:(1) identifying data (information about name, date of birth, sex, address, etc.), (2) health and physical development (information about height, weight, childhood diseases, posture, physical disabilities), (3) social environment (information about attitudes of family, socio-economic status of family, community, neighborhood influences etc. (4) achievement (information about scholastic, extraclass, and out-of-class: school marks, special recognition and honors for church activities, school clubs etc.), (5) aptitudes (information concerning aptitudes for school or out-of-school activities: intelligence, scholastic aptitude, aptitude for sport, music etc.), (6) interest and aversions (information concerning the kinds of activities preferred and disliked) reading preferences, work experience. (7) personal and social adjustment (information about attitudes towards self and others), and (8) educational or vocational or life goals.

The Information Service

One of the most important functions of the guidance and counseling program's activities is securing and making available to the student information about the following:

1. Educational and occupational opportunities and requirement needed by him/her for making wise choices and plans.

2. School services and activities he/she may use in solving his/her personal problems.

3. Community services, organizations, and activities which he/she may use in solving his/her personal problems.

Many activities are considered as belonging to this service. Among them are the following:

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1. Collecting a supply of materials containing adequate educational and occupational information to meet the needs of students. The following types of information are given high priority: (a) occupational information, (b) industrial information, (c) educational information, (d) socio-economic and cultural information, (e) educational information not elsewhere classified, (f) resource information.

2. Filing this information so that it will be readily accessible.

3. Keeping the information up-to-date.

4. Providing for the dissemination of educational and occupational information by: (a) arranging vocational information displays in the library, (b) displaying materials on a bulletin board, (c) developing units of study on this subject within other courses, (d) using computer and audio-visual materials available in this area, (e) arranging tours or trips to places both within town and in nearby towns in which students see others at work, have the processes described to them, (f) inviting speakers to give talks about educational and occupational opportunities, and (g) counseling with students with regard to the selection of high school subjects, extra curricular activities, selection of colleges or other training agencies, occupational goals, and those individuals and agencies which are available to aid them in solving their problems.

The Counseling Service

Counseling is frequently referred to as the heart of the guidance program. Through counseling the student is given assistance. The counseling process is the chief medium whereby the information gathered about the student and his/her world of work can be utilized to assist the student in self-realization.

A fruitful approach to defining counseling is to ascertain the common elements of agreement among various counseling theorists. Following is the summary of the common elements:

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1. Professional counseling is a process involving only two persons.

2. The aim of counseling is to help the counselee to become self-directive.

3. Rapport is essential for effective counseling.

4. Communication between counselor and client is accomplished in many ways.

5. Counseling should be performed by a professional trained person.

As stated earlier, counseling is considered to be a person-to-person relationship in which qualified aid is given to the individual in arriving at intelligent decisions. It involves carefully evaluating and analyzing authentic facts concerning the individual and environmental factors. These are brought to bear in aiding the individual to arrive at his/her own decisions.

The Interview in Counseling

An interview is a face-to-face conversation between a counselor and a counselee. Interviewing is considered to be one of the major techniques of counseling used in high schools in the state of New York. The counseling interview may be considered to have at least four major functions. The functions are:

1. Establishing a spirit and friendly understanding and cooperative relationship between the interviewer and the interviewee.

2. Obtaining information about the pupil and his/her circumstances which will be helpful in the counsling relationship.

3. Imparting information and suggesting sources of information which will be specific and will meet the counselee's personal needs in the solution of his/her problems, and

4. Aiding the student to bring all pertinent facts to bear in the solution of his/her problem and motivating him/her to consider and embark upon a satisfying line of thought and action.

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Problem Areas

The following are certain major areas in which the student gets the help of the counselor:

1. Vocational problems that include such difficulties as discrepancies between occupational goals, and abilities, lack of occupational goals, and inadequate information.

2. Educational problems that involve choice of training opportunities, learning difficulties, over and under achievement, admissions and the like.

3. Health problems, including both physical and mental health, concerned with such factors as physical and mental handicaps, appearance, health condition, emotional adjustment and inadequacies. In helping a student who has health problem, the counselor works closely with the student's physician. Health adjustment problems and personal adjustment problems are often inter-related. One may be the cause of the other.

4. Financial problems as they relate to such factors as educational and vocational plans.

5. Personal and social problems that involve such considerations as getting along with others, acceptable school actions, social acceptance, companionship, and peer difficulties (drugs, alcoholism, and pregnancy problem).

6. Home environment problems relative to parental attitudes, assigned duties, authority exercised, conflicts and similar problems.

Group Guidance

The group techniques are commonly used in the guidance program in the state of New York. These techniques are known by various names: group guidance, group counseling, group instruction, or group work. Whatever name is applied to the technique, the counselor's role in using the technique is to help students learn more

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about themselves, and the educational and vocational opportunities available to them. The counselor guides the students to help themselves and each other by working together as a group.

Some of the common high school situations in the group guidance program are:

1. Group guidance is employed in orienting students to the guidance services of their high school or to the new aspects of its services. The typical high school in the state of New York provides an orientation program to familiarize groups of incoming students with the school's guidance services, course requirements, student activities, physical layout, and traditions. This orientation program may range from one meeting conducted on the first day of school, to a course extending over the first semester of the entering year.

2. Group guidance is used to broaden the horizons of the students with reference to occupations that are open to them.

3. Group guidance leads to the discussion of common problems of students. To determine common problems etc...In a group of high school juniors or seniors, problems which are frequently mentioned include: values of college education , financing a college education, choice of a college or university, choice of a life's work, boy-and-girl problems, family problems, and getting a job.

The Placement Service

The placement service includes all those activities within the school designed to assist the student in taking the next step after he/she decided what that step will be. The placement service provides the student with the counseling link between the situation in which he/she now finds him/herself and the new situation into which he/she is going, whether that situation be within the school of which he/she is now a part, an institution of higher learning, or a place of employment.

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The following examples are some of the more common placement activities in the high schools in the State of New York:

1. To group pupils within classes or a single class so that they can achieve certain skills or understandings, such as reading, language skills, or mathematics.

2. To aid pupils in their transfers from one grade to another or from one school to another.

3. To assist pupils in the selection of curricula or academic subjects.

4. To help students to find part-time and summer employment.

5. To assist students in their efforts to enter college, vocational school, or any training situation when they leave school at the time of graduation or otherwise.

6. To aid students in locating and securing permanent employment when they leave school after graduation or otherwise.

The Follow-up Service

This service examines the other services and ascertains how effectively they have been performed. Essentially, a follow-up of students is used to revise the curriculum, to identify students in need of assistance, and to improve the guidance program. It involves securing information from former students, both drop-outs and graduates.

An important aspect of the follow-up work has to do with the follow-up of graduates and other past school attendences. It is becoming increasingly recognized in the United States that schools continue to have a responsability for certain aspects of the welfare of individuals after they leave schools (either as graduates or drop-outs).

The purposes of The Follow-up Service are:

1. To determine the extent of progress the students made in regard to certain situations involving problems of choice and adjustment.

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2. To ascertain specific steps which have been taken and progress which has been made in regard to the alleviation of difficulties or selection of desirable and constructive courses of action.

3. To provide further assistance to former students through counseling and other activities.

4. To aid in the satisfactory adjustment and progress of former students in regard to job, further training, and personal and social problems.

5. To maintain cooperative and constructive relationships with employers and educational institutions.

6. To obtain data concerning the scope of vocational, educational, and other activities of students after leaving school.

7. To obtain information from school-leavers concerning their experiences and reactions which will be of value in improving guidance and educational services for students presently enrolled.

1.4.5 The concept of Guidance and Counseling and its Application in the Arab Countries

In the modern scientific age of technology and complicated modern life, psychological counseling became a necessity in Arab world to reach the level of other developed nations. The reason that the Arab countries are not at a satisfactory level in this field, is related to the long period of colonization of most of these countries. However, now it is time to seek all possible opportunities of advancement in different fields. Moreover, there has to be greater concern with the developement of the individual and to open opportunities for him to be creative and to achieve his/her goals. In this section, we present some of the efforts undertaken by some of the Arab countries in the area of psychological and educational counseling and guidance and efforts to put them to practice:

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Egypt: Training of Counslors: Egypt was the first Arab Country to start training counslors. In the late fifties, Egypt sent a group of professionals in the fields of education on an internal project to specialize in psychological counseling. The professionals were chosen from those who received a college degree or a work permit in social work, and had considerable experience in the field of teaching, and they had passed an interview to prove their ability to work in the field of couseling.

Within a period of four years, 200 counslors were trained. Then the project was stopped. The general administration for middle and high school teaching of the Ministry of Education in 1960 designated one counselor for every 300 students. The Ministry of Education characterized the responsibilities of the Psychological Counselor as follows:

A. Participating in making a policy of admission of students into schools.

B. Participating in classifying students for activities according to their psychological needs.

C. Participating in clssifying students in to the different cirricula and classes in the school.

D. Administering psychological and social tests to a group of students to find out about the personal problems of students in the school.

E. Meeting students who have problems and helping them solve them.

F. Planning meetings with the parents and the guardians of the students to find out about the problems of students and their family situation and to help them in solving them.

G. Helping the students to select areas of study in college or at graduate level, or chosing professions and jobs that suite their abilities and attitudes, and give the necessary orientation to their guardians regarding the issues concerning the students.

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These efforts proved to be a waste. For financial and administrative reasons. Then the Ministry of Education placed these counselors in technical guidance and counseling.

Iraq: In 1967, the University of Iraq started a program to help prepare specialists in educational counseling , wherein a atudent would graduate with a BA in educational Counseling. In 1963, the university organized evening sessions in this area by the department of education and psychology. Some of the students in these sessions continued their education toward a master's degree in the department of education and psychology in the School of Education in Baghdad University. These sessions and programs were stopped in 1973. An alternative program of counseling services was introduced in the different states of the country.

Jordan: In Jordan, counseling services are given in the schools, and perhaps the University of Jordan is the only Arab University that has a master's program in educational counseling. Also the Center of Counseling in the University of Jordan is considered an example to follow in providing counseling for University students. The goals of psychological guidance and counseling at the center are rooted in principles reflected in the two following areas:

A. The counseling is a teaching process that is based on the ascention of the attitudes and habits of the individual to reach a level of psychological adjustment and to be psychologically healthy, and it starts by finding out the factors that caused the problems of adaptation and finding ways to solve them.

B. The aim of the counseling process is not just to solve the immediate problem, but more than that to help the counselee to solve it, and reach a level of development and maturity that allow him/her to solve similar problems without turning to a counselor for help.

Kuwait: In Kuwait, the goals of counseling services are to help the student to grow,

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to be mature, and to adjust with the milieu he/she is living in, in all aspects of life, work, family and social relations. That would happen by helping him/her to solve the encountered problems and develop the necessary skills to reach that goal safely and successfully.

The psychological services started with the opening of an institution in 1960 to teach the mentally retarted. The institution was part of in the new plan of psychological services since the counseling services used to be only for elementary level students, particularly find out about failures in schools, diagnosing cases of mental retardation by giving tests of inteligence, and recommending ways of special education according to the mental abilities of students. This task used to be performed by psychologists assisted by social workers and teachers.

In 1970, a department of psychological counseling and guidance was created to be responsible for school psychological services. As far as the control of social work in the institutions of special education, there is a special center where some psychologists are working on diagnosing the cases of the mentally retarted and shool failures (grade repeaters) at the elementary level.

In 1973, the school psychological services were combined in one department where the psychlogical counseling services were given to students with special care to the personality of the student and its relationship with the educational milieu. The psychological services consisted of three centers:

1.Center of Tests and Measurements.

2.Center of Psychological Counseling.

3.Center of Psychlogical Research.

In 1976 the latest decision was made to rename these centers to be:

1.Department of Educational and Vocational Guidance,

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2.Department of Psychological Counseling,

3.Department of Psychological and Social Research.

From the above illustrations, it is clear that psychlogical counseling still is like a baby who needs to grow in most of the Arab countries. The reason seems to be the lack of educational programs to prepare students for the field of psychological counseling in most of the Arab universities. Jordanian University has had a program in psychological counseling up to the Master's level.

If the Arab countries are serious about the process of human development, then they should give more importance and care to the field of guidance/ counseling. The countries need to prepare of specialists in the field, trained to do a good job. Also the countries need to supply them with counseling materials, and support studies to uncover the problems of the Arab citizen and work out suitable solutions for them.

1.4.6 Summary of the Review of literature

The related literature in this section is limited to five areas (1) problems of youth, (2) guidance, counseling and education, (3) counselor role, (4) guidance and counseling in the State of New York State, and (5) the concept of guidance and counseling and its application in the Arab countries.

In the area of problems of youth, the related research revealed that young people in our society frequently have many varied problems in the process of growing up. Adolescence period has been discussed and guidance and counseling needs have been defined. Several writers indicated that increased guidance and counseling are especially needed in such areas as study habits, mental hygiene, and social development. Authors mentioned that youth not only need help, but also wanted help many times with their social, emotional, and personal problems.

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Studies and articles related to counseling, guidance and education pointed out that there has been a dearth of research providing objective evidence as to the effectiveness of the process. However, the studies that have been made indicated that in every nation, education reflects the prevailing social structure and how a society differs from another in its values and problems. However, the studies that have been made indicated that counseling did help individuals with their adjustment problems.

The literature related to counselor role is divided into three parts. The first one reveals the diversity and the complexity of different tasks accomplished by the counselor. The second party believes that the counselor should aim all his strengh to counseling and guidance only. The third party reveals that counselors should be concerned with improving their techniques through objective study. With regard to the developing countries, particularly the Arab countries, the situation is more complex because the problem of guidance and counseling is not well adapted and not well defined (Abulibdeh, 1969). One of the reasons behind that is the fact that in many of these countries, programs of guidance and counseling are relatively new.

In regard to the practices of guidance and counseling in NYS, most of the schools provide a considerable number of guidance and counseling programs. The schools of organized guidance and counseling programs proved to do a better job in helping the student. The following services were established in their programs: a) The Individual Inventory Service, b) The Information Service, c) the Counseling Service, d) The Placement Service, and e) The Follow-up Service.

1.5 HYPOTHESIS OF THE STUDY

From reviewing the previous different studies in the literature, twenty five basic hypotheses can be drawn for testing. We believe that these hypotheses are significant and important in studying the need for an appropriate plan of guidance and counseling for high and fundamental schools in Algeria.

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1.5.1 Null Hypothesis:

(1) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between male and female respondents.

(2) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different age groups.

(3) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different family income.

(4) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different achievements.

(5) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different educational level.

(6) There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between participants from the capital and other states.

1.5.2 Analytical Variables:

Subsequent to the assessment of Algerian high school youth "guidance and counseling" attitudes, an attempt is made to examine the impact of the socio-economic variables such as: academic achievement, family income, age group, gender, and field of study... on Algerian high and fundamental school youth attitudes towards:

1. the existing program of orientation.

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2. seeking professional psychological help.

3. recognition of personal need for information.

4. cultural awareness.

5. source of guidance-counseling help.

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CHAPTER 2

The Need For An Appropriate Program of Guidance Counseling Services for Fundamental and High Schools in Algeria

The progress of any nation to the present stage of development has been due mainly to the fact that during the long period of dependence of its youth they are being educated. Education implies the ability on the part of the youth to be educated , to consider themselves in a different situation from that which they now occupy. It also implies the ability to initiate the process necessary to bring about that changed situation.

Since its independence in 1962, Algeria has been undergoing rapid changes, both economically and socially. Industrialization and urbanization, agrarian reform, democratization of education for every citizen, science and technology, social and personal emancipation are all combining to transform a contented, static, rural, ritualistic society into a new dynamic one where illiteracy is no longer inherited and where democratization of education for every citizen is a legitimate right.

With the departure of more than nine-tenth of the European population in the months just following independance, Algeria lost over half of its skilled and trained worker force, like the entrepreneurs, managers, supervisors, technicians, professionals, office workers and skilled laborers. In 1964, the labor force was estimated at four million. Of that, nine-tenths were unskilled and for the most part, illiterate. Two-thirds were in the agricultural sector and seriously underemployed. The non-agricultural unemployment rate probably reached as high as fifty percent (H. Jackson, 1977). So, it is clear that the war and the events of independence had a disastrous effect on the immediate situation of the Algerian economy and development as a whole. As a consequence of this situation, Algeria had inherited some serious socio-economic problems from the French colonial order. These major

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problems are implied some times in a mass of underemployed or totally unemployed in both urban and rural areas. The Algerian society suffered from a lack of indigenous skilled manpower, a lack of professionals and experts, and the existence of a bureaucratic apparatus suited to capitalist norms of government. In the area of education, the society suffered from the lack of trained teachers and educational staff, lack of schools and educational buldings. Lack of books and educational materials, and the existance of other social and financial problems that were a result of the war. However, the question of how to resolve these problems have been at the base of the Algerian policy since independence. According to Algerian planning authorities, the solution of these problems lies in establishing a socialist mode of production, with democratization of education and an overall industrialization which in the long run, will create more jobs than could be provided through other growth strategies.

Today the caste system is undergoing revolutionary changes, all of wich interact, in rural and urban Algeria, to promote democratization and a broadening of Agerians' horizons. Economy, education and land-reforms have been the most powerful forces in undermining caste barriers of all kinds. Ageria is a democratic country, democracy and freedom were provided in the Algerian society, that would give a wider scope to individual initiative and ability to develop his/her personality and status. For the colonial period only a very limited number of Algerian students were able to attend vocational schools in Algeria. Every businessman or professional man in that time used to teach his children by showing them, through manual training, the secrets of his vocation.

Counsequently, in colonized Algeria and even during the first years after independence, the people of various jobs and vocations used to transfer their occupations from generation to generation without ever feeling the need for any

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institutionalized vocational training or practical teaching in a workshop or factory.

This situation is now changed. With the increasing number of training institutions for different vocations and the breaking away of the illiteracy barriers. There are more opportunities for the new generation to enter any occupation of their choice and ability.

Moreover, amazingly rapid increase in the industrial and economic life of people in Algeria changed the living conditions. Also the important development of educational facilities beyond elementary schools have demanded that greater roles be played by fundamental and high schools. The schools now can not remain satisfied by only imparting the academic knowledge to the students. The students need more help and guidance to adjust themselves to Algeria's fast developement. Psychological counseling and guidance of course, refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment. Psychological counseling and guidance services should begin to assume an important role in the total educational program of fundamental and high school in Algeria. It is of the greatest importance that psychological counseling and guidance be properly conceived as an integral part of the ongoing process of modern education if genuine progress is to be realized.

The operation of an appropriate and systematic psychological counseling and guidance program should be so smoothly integrated with the other work of school that it is accepted as an essential activity instead of an isolated appendage to the rest of the work of the school.

Three major factors will be considered in the present analysis, namely: 1. The philosophy of education in Algeria, 2. The school and its setting, and 3. The impact of Algerian developement on its educational system.

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2.1 The Philosophy of Education in Algeria

As the researcher mentioned before, since the independance of Algeria in 1962 (after an eight-year war of liberation) the new government faced a situation unique among developing countries: it had inherited an educational legacy conceived and worked out to the last detail by foreigners. For more than a century the system had been part of vast undertaking to acculturate and depersonalize the country (Torsten H., and Postlethwaite N., 1985).

Because, most of the people for education in Algeria have studied in France, and because the government was impressed by the socialist experience of the socialist countries, it is, known that the philosophy of education should bear the stamp and the concept of the french and the socialist philosophy of education. However, Algerians did not neglect or give up their own philosophy which was based on Islamic teachings, culture, and traditions. The writer may add that the philosophy that has been growing and gaining strength since independence was a socialist oriented philosophy. Consequently, the Algerian school curriculum and textbooks undergo constant changes to follow up and catch up with the scientific and political developments, maintaining of course, at all times the Arabic language and Islamic teachings. In 1965, Dr. Taleb Ibrahimi, the former Minister of Education, stated the aims of the Algerian education [5]as Arabization, Algerianization, democratization, and the development of science and technology. These remain the goals. Dr. Taleb also elaborated three educational ideals[6]: "to be oneself, to be a part of one's people, to be of one's time." These maxims epitomized the problems confronting Algeria: how to strenghten its roots, how to achieve authenticity and how to attain modernity.

[5]Torten H., and Postlethwaite N., The International encyclopedia of Education, 1985, p. 245-250.
[6]Ibid, p. 246.

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Algeria is taking big steps towards universal reforms in all aspects of life. The government is working towards eventual control over the big projects and placing such projects in the hands of the people at a very low cost, i. e.:

a. Public hospitals are free for all. The government provides for all the needs of the patient, such as medicine, and surgery at no cost.

b. There are comfortable means of transportation in Algeria (buses, railroads, and airports) which are controlled by the government. The fees collected are very reasonable.

c. One hundred percent of the schools in Algeria are public; education in Fundamental schools is compulsory. Students in elementary, fundamental, high schools, and university level pay no tuition. In addition to that the government provides scholarship for the needy students in fundamental and high schools, and to all students at the university level.

These are some aspects of the philosophy which is being practiced by Algeria today.

2.2 The School and Its Setting

To have a clear idea about how to establish a program of guidance and counseling in Algeria, it is appropriate to understand the educational system of Algeria. It will be appropriate here to show the existing pattern of Algerian education. Education in Algeria is comprised of four levels: (1) primary school, (2) middle school (junior secondary school), (3) high school (senior secondary school or senior high school), and (4) university . However, the new system of education and vocational training has been conceived at three levels, namely fundamental education (6-15/16), three branches of secondary education; academic, specialised, and vocational. Which are to cover a period of from one to three years (16,18/19), and university level education (see Fig. 2.1).

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Fundamental education aims to reinforce the teaching of the national language and Arabo-Islamic values, consolidate revolutionary and political awareness, and prepare the child for active life in the community and emphasize scientific and technical studies, particularly the relationship of theory to practice. Students should also be well grounded in social studies to prepare them for life in contemporary Algeria.

Secondary education falls into three categories, i.e.: general secondary education, specialized secondary education, and technical and vocational education. a three-year course leading to various kinds of baccalaueate examinations. This type of course is the main gateway to the university.

University education level: The University institution consists of different faculties and departments such as Literatures, Science, Law and Economics, Medicine and Pharmacy (including Dentistry). The university offers the B.S., M.A., M.S., Ph.D. (in some fields). The "Baccalaureat" or its recognized equivalent is required for admission. Courses are taught in Arabic and French. A number of institutions of higher learning are attached to the University, in such fields as teaching, Commerce and Finance, Journalism, Political Science, and Petroleum Engineering, etc.

There are certain aspects of the school and its setting which have a direct bearing on the answer to the question, why guidance and psychological couseling are needed ? The most important of those characteristics are:

1) Increased Enrollment in Fundamental and High Schools.

2) Departmental in Fundamental and High Schools.

3) Diversified Curriculum.

4) School Orientation "Guidance" Program.

5) Wastage in Education.

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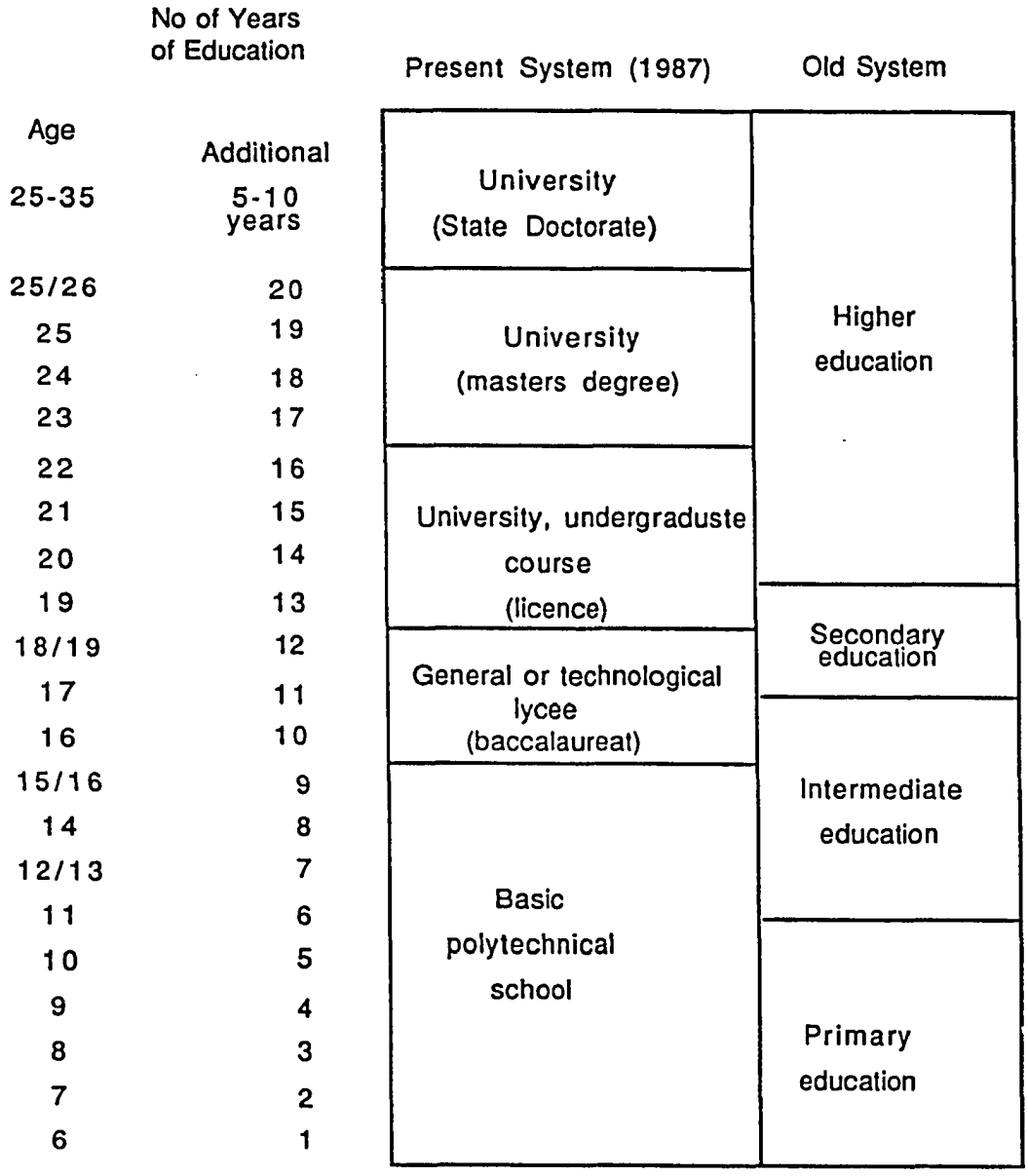
Figure 2.1

Structure of the Educational System in Algeria



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2.2.1 Increased Enrollment in Fundamental and High Schools

One of the most impressive characteristics of general, fundamental and high schools education in Algeria is the recent rapid increase in the enrollment trend since 1962-1982 as shown in Table 2.1 . In 1983, 80.8% of children; ages 6-13 were attending school[7]

[7] Statistical Informations, Ministry of Education, 1985, p.26.

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Table 2.1

Evolution in Enrollment in Middle and High Schools [1]

Years	Total	Male	Female
1962-63	51.014	36.868	14.246
1963-64	83.608	59.165	24.443
1964-65	100.082	71.379	28.703
1965-66	125.010	88.388	36.622
1966-67	135.336	96.482	38.854
1967-68	148.744	106.830	41.914
1968-69	166.737	119.979	46.758
1969-70	198.836	143.642	55.194
1970-71	236.884	170.514	66.370
1971-72	287.700	204.616	83.084
1972-73	332.318	230.079	102.239
1973-74	373.405	255.066	118.339
1974-75	419.759	281.517	138.242
1975-76	502.255	333.094	169.161
1976-77	612.229	402.269	209.960
1977-78	741.961	477.135	264.826
1978-79	844.291	532.216	312.075
1979-80	933.335	579.588	353.647
1980-81	1.029.884	633.227	396.657
1981-82*	891.452	535.913	355.539

[1]Source: Statistical Informations, Ministry of Education, 1982, p.23. * Fundamental education only (3th cycle).

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Table 2.2

Physical Realizations in Middle and High Schools [9]

middle sch.	anticipated	63-69	70-73	74-78
Middle sch.	anticipated	34	157	601
	realized	34	149	169
High sch.	anticipated	20	50	116
	realized	20	48	3
Technicums	anticipated	--	8	35
	realized	--	5	0
Instituts of	anticipated	--	11	21
Tech.& Educ.	realized	1	11	0
Total	anticipated	54	226	773
	realized	54	213	172

When Algeria got its independence in 1962, its educational system had to be adapted both in quality and quantity to meet the need of a developing nation. The new Government's first initiation was to make schooling available for all of its young people and placing major consideration on learning the Arabic language, so that education was no longer the privilege of the few. Here the first task was to rapidly increase the number of schools, particularly elementary and secondary schools (table 2.2)

The rapid increase in Middle and High School enrollment has had its origin in the social, economic, and political conditions and concepts prevailing in Algeria during recent years. This increased enrollment, apart from its basic causes, is sufficient to

[9]Source: Ben Achenhou, 1980, p.60.

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revolutionize the Middle and High School. It has broadened the challenge confronting authorities in the Educational sector, the challenge which must be accepted and met if Fundamental and High School are to contribute their maximum to the welfare of the youth of Algeria, and through them, to society generally.

This increased enrollment emphasizes the need to find means of providing equal educational opportunity for every pupil. Some way must be found to guarantee to each child an opportunity to be discovered as an individual, taught as a person, and helped to achieve his/her self sufficiency. A well organized program of psychological counseling and guidance should do just this.

2.2.2 2 Departmental Organization:

The departmental organization of Middle and High School in Algeria is a factor in determining the need of students for guidance and counseling services.

The departmental organization is at best in Algeria an impersonal organization. Each pupil enrolls in seven to eight subjects in a year. He/she may perhaps participate in other extracurricular activities. His eight subjects are taught by at least five to six different teachers. According to the the traditional assumption of the departmental organization, each teacher, is concerned with the student from one rather highly specialized area: Arabic, Mathematics, Natural Science or Music. So far as the teacher and the given groups of students are concerned, the books usually are completed at the end of the year and the teacher starts all over again with new groups. The students of the previous year pass to a higher grade where they may have the same teachers or different ones. From a departmental and organizational view point, the high school forces the student each day to live in several areas of experience. Under such circumstances, the school comes in close contact with a student only from these specialized academic angles, except the few who fail or become disciplinary problems.

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It seems clear that the high school which is interested primarily in certain specialized aspects of personal development to the neglect of other important aspects of personal growth, does not meet the needs of the new generation. It is therefore of utmost importance that in the new fundamental and high school in Algeria there should be services broad enough to be interested in students and their welfare as they face the problems today, and to personalize the actual nonpersonal departmental organization.

2.2.3 The Diversified Curriculum:

Those responsibles for the work of fundamental and high school education in Algeria have been confronted during recent years with the problem of bilingualism in one hand and the task of expanding the work of the school so that it will meet the fundamental options of the educational system. These fundamental options are stated in the Algerian National Charter as follow: a National education, a democratic education, a scientific and vocational education. Algerian leaders decided to usher in a "welfare state" which would promote individual welfare and where justice social, economic and political - would be provided to every individual in Algeria. Such ideals presuppose a very much precalculated and comprehensive type of educational system. The Algerian system of education after independence, did not have far aims. It was characterized by a content and organization that can meet the needs of an economy, that is no longer a part in the framework of Algerias realities today [10]

That educational system was influenced by bookish tradition and coded with insignificant details. It was insufficiently adapted to individual differences. It was incapable of meeting the educational aims of the nation. This confusion in the educational field in Algeria has resulted in a waste through failures in examinations and drop-outs. It has created citizens who could neither take part in the improvement of the society, nor could they understand and appreciate the basic values of its culture and

[10]The Central Committee Dicisions, 1985, p.33-36.

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civilization.

It is safe to say here that the educational system in Algeria has known, since independence (1962), structural transformations of undeniable importance, especially in the plan of democratization, raising the cultural level of masses. However, all these transformations that were an integral part of of the whole development process did not reach [11] the level of secondary education. What remains, in one sense is very close to the inherited logic of education before 1962.

> "An examination to the actual situation of the secondary education in Algeria, under the light of choices and principles of organization mentioned earlier, reveal the deficiency and the distortions generated by the insufficiencies of the planning as it did not allow also the rational exploitation of aptitudes and the promotion of talents."[12]

The commission on education has stressed the point repeatedly that Algeria must concentrate on increasing productive, technical and vocational efficiency of its students as well.

The education commission stated that:

> "Based on the principles of National Charter regarding education and training, that emphasize that education is located in the heart of the Cultural Revolution that builds the new socialist human and pushes Algerian mentality towards invention and revolutionary innovation, and abolish the looks of underdevelopment, deviation, and delinquency. Education is the only mean to increase the national capacity in the scientific and vocational fields and reducing dependence on foreign bodies and protecting the national independence. It emphasizes the choice of National Language as the tool of development. Negotiation is only accepted on how to utilize it in the development process. It is emphasized that National Language is to be used as the tool for culture, science and modern technology. Also strengthening National Language and generalizing it does not contradict with encouraging achievement in foreign languages capability or the continuing connection with the most advanced knowledge and technology sources and contributing to the international innovation in our own way."[13]

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[11] Ibid

[12] The Central Committee Decisions, 1979-1983, African revolution press, Algiers 1985, V1, p33-36

[13] Ibid, p. 33-36.

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National Charter also, emphasizes Algerianization in staff, programs and contents. It also protects the function of education, training and facilitates the satisfaction of all the physical and moral needs to respect this job. It suggests certain criteria for selecting teachers and promoting them continuously.

Organizing serious educational research makes educational institutions developing in curicula, nationalist in content, revolutionary in tools and objectives, expressing desire to control science and technology, and caring for civilized heritage of our Islamic and Arabic Nation.[14]

The objective is to make fundamental education more purposeful in itself so that it may serve as terminal education for the many. It is also hoped that it will help produce the large number of skilled workers, technicians and specialists whom Algeria now needs so urgently by giving them a fundamental education which includes, or can be readily supplemented by vocational training.

During the four-year plan, Fundamental and Middle schools increased to 1.267 in 1983-84, when they were only 379 in 1963-64 and enrollment in Fundamental school only was 4.463056 students in 1984.[15]

During the five-year plan, it is proposed to concentrate on the consolidation of the scheme by strengthening the institutions already established and working to impliment the unfinished programs of previous plans, undertaking the task of accomplishing the unfinished previous plans to overcome the shortage that occured during the process of realization.[16]

Moreover, there are vocational and technical institutions which are also functioning at middle and high schools level. In 1963/64 there were .5% of these types of schools, but in 1983/84, the figure reached 33%.[17]

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[14]Ibid p. 38-39
[15]The National Educational Enttreprize, Ministry of Education, Algiers 1984
[16]The Central Committee Decisions
[17]The National Educational Entreprize, Ministry of Education, Algiers 1984

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The Central Committee had advocated priority for some items to the educational sector in Algeria. Based on the National Charter and according to the proceedings of the fourth conference of the National Front Liberation Party and according to the internal law, the Central Committee had ordered the following:

> 1. Establishing a special framework for Educational Guidance to reform the educational system and providing it with all essential means in order to carry out its role efficiently according to well defined criteria for selecting students and directing them to the right fields that coincide with the nation's needs.
> 2. Supporting Education Democracy, so that all children will receive equal educational opportunity and availing all financial and human resources to reach that and improving the quality of Education regardless of the largeness of students' number.
> 3. Following scientific methods to evaluate students, So such methods will be true representative of the effort made during the educational period. That is seen through continued follow-up, periodic exams and uniform scale of evaluation. That will enforce justice in evaluation and will save financial resources.
> 4. Admitting certain percentage to Universities and Higher Institutions for those who are capable of doing so. They will improve their technical and cultural level. With the condition that seniority in work is considered as qualitative measure.
> 5. Undertaking efficient means to prepare comprehensive and precise plans that cover public, vocational and higher education. This plan recognizes integration between these sectors and aims to efficiently utilize human resources according to the nation's needs.
> 6. Coordinating between Ministry of Education, Higher Education Ministry and Labor and Vocational Ministry to achieve cooperation and integration between them and between each of them and the other ministries that serve similar purposes. That can be achieved through the Committee of Education, Culture and Vocational Training, the pedagogical means, rules regarding educators, trainers, exams and unification of diplomas in a comprehensive plan to satisfy the need of various sectors.
> 7. Introducing religious education to all levels of Education, revising its contents and ways of teaching to be compatible with students mentality, making it mandatory in all admission exams, emphasizing the training of teachers of Islamic sciences and Islamic civilization in both secondary and higher education. This will be achieved in participation with Religious Affairs Ministry.

The Central Committee continued on ordering:

> 1. Implementing the Fundamental School system; with its politechnic type, nine years term and using the National Language in all fields.
> 2. Giving priority to technical and vocational Education at High school level by expanding its fields and enabling it to absorb

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the majority of Fundamental school graduates according to the country needs, and generating opportunities for the gifted students to continue their higher education in Universities and granting them jobs.

3. Starting the reform of High school education since it is the link between the fundamental and Higher Education. Improving its curricula and introducing essential rectifications on its content to support the scientific, mathematical, vocational and humanistic fields.

4. Establishing institutes to graduate principals, administrators, guidance counselors and inspectors. This will serve to improve the framework of administration and inspection and help to achieve the reform objectives.

5. The necessity of preparing a National efficient program for Arabization in the public, vocational and higher education. So that Arabization of management and production sectors is achieved.

Mr. Ben Mahmoud, Minister of Primary and Secondary Education. In his introduction [18], gave an overview of Industrial and Vocational training education that are available to Fundamental school students, he said:

"The reform of the Educational system becomes ineluctable. This requirement comes from the mission of the school itself which we know is charged to make sure that the social values and basic knowledge are transmitted to the younger generations in a dynamic fashion in order to provoque the necessary changes which are necessary for the development and the emancipation of the country.

It is then the will of the society to set solid foundations for socialism in Algeria, to master the requirement of the Industrial and Agrarian Revolutions in which appears the necessity to reform the school which bears four principal tasks:

1. Education of the youth with a socialist consciousness and ties to work values and to Arab-Islamic values and also ties with world liberation movements.

2. Patriotism, and defense of the aquisitions (assets) of the Revolution and also to the mobilization of the people for the participation in tasks of social edification.

3. Acquisition of general and scientific knowledge and also techniques that are necessary for the cultural promotion of the nation and to the social and economic development of the country.

4. Education to work and for work which eliminates all the traditional separation between the intellectual education and manual education, in brief between practice and theory".

With these kinds of vocational training, education facilities discussed above, and with the diversification of courses at the high school level, students will be faced with

[18]School Reform, Ministry of Education, Algiers 1984, P. 5

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the task of making suitable choices and the teachers will be required to help them to do so. The end of High school for many students may mark the end of formal schooling, wheras for others it may be the begining of a richer and more varied educational fare. One of the major responsibilities that heads of institutions will have to face will be to guide students into various streams of High school education. It is apparent that the success of the entire experiment in "diversification" may depend upon the care and the right decision according which students will be guided in the choice of their curricular offerings. They will not be able to postpone all considerations of occupational choice until after High school because the situation will cause certain vocational avenues to be closed and others to be opened. If High school students are permitted to select their work from the offerings in the curriculum that will serve their needs best, it would seem that many students will fail to select types of work in harmony with their own needs and abilities. So, it is the major duty of the school to offer each student a type of Psychological Counseling and Guidance which will help him/her make his/her educational career most benificial.

2.3 School Orientation "Guidance" in Algeria

The Algerian educational system depends on few centers of vocational and school guidance. Even though the educational system experienced a very large expensation since 1962 date of independance. In several aspects, it is still very limited in school's guidance and counseling. However, nowadays there is a center for vocational and school guidance in each of the 50 states. In Algiers (Capital), however, there are three centers.

The number of counselors is limited to one hundred in the whole country which puts a heavy burden on the role of this handful counselors. The situation becomes dramatic if one knows that there are 600 high schools and 1500 middle schools in the country. Formal statistics indicate that there is one counselor for each 7500 students either in the ninth grade (last year of middle school) or in the last year of high school.

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2.3.1 Sructure of Vocational Centers:

Each center is managed by a director who is assisted by a counselor or two and two or three research assistants.

2.3.2 Role of Vocational Centers:

Vocational and guidance centers are public institutions whose main purpose is providing assistance for students and their parents in order to make right choices about their educational and vocational careers. Generally, the centers provide for students and public two services: Information and Guidance.

2.3.3 Information:

Collecting and distributing information about training and education in general is an important aspect of vocational and guidance centers. Thus, centers prepare charts and brochures about schools, institutes, and training centers at state and national levels. Students may contact centers' services either directly or indirectly such as by mail. Furtermore, the counselors organize seminars and instructional meetings at shools and institutes in order to provide students with available information about educational and vocational programs, exams and competitions' requirements and duration of study, etc.

Centers are supposed to exchange information about all educational and vocational programs in order to help students in every state to know and chose their programs. Finally, vocational centers organize a national two-week seminar in April for assisting students and their parents in making right choices.

2.3.4 Guidance:

The role of centers in guidance is limited practically to some sessions where counselors assist in schools' boards for consulting and guiding students in basis of their

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grades only!..[19]

From this brief analysis one may notice that vocational and guidance centers' role is very limited in the sense that no advanced techniques such as educational, vocational and aptitude tests or interviews are practiced. The reason behind this shortcomings resides behind the anability of "counselors" to achieve such a goal. In fact, the counselors themeselves are trained only for two years after succeding in (Baccalureat) exam or having taught some years.

In short, one may notice that guidance is still very limited in Algeria. It is limited in the meaning of the concept and in the meaning of the services that are provided by centers of vocational and school guidance. However, a great effort is done in recent years for expanding vocational and school guidance services to several states of the country.

2.4 Wastage in Education:

Much has been said during the last few years in the press, in conferences and speeches about wastage and stagnation in education. The comments have generally been provoked by the large number of failures in the secondary school leaving examination "Baccalaureat" [20](somewhat comparable to the College Entrance Examination Board Tests in United States) and in many examinations at the University level. In order to get some idea about the magnitude of the problem, In a recent publication of the Planning Direction of the Ministry of National Education[21], a document provided the following picture of this educational situation (Table 2.3). The figures showed that the percentage of failures and dropouts during the school year

[19]Ministry of National Education, Direction of Exams and School Orientation, Orientation after 4th middel school grade and 9th fundamental school grade, information bureau,1985, p.3
[20]Embassy of Algeria, Educational System in Algeria, July 1976, p. 3
[21]Ministry of National Education, Planning Direction, Statistics Informations, year 1986/87, p.1-2

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1986/87 reached the following:

a) grade 9, Fundamental School failures = 28.03 and dropouts = 24.10

b) grade 4, Middel school failures = 18.37 and dropouts = 33.76

c) grade 3, High school failures = 27.51 and dropouts = 43.26

Taking the education of this cycle as a whole the percentage of wastage for the year this year is about 48%. [22]

[22]Ibid, p.2.
Note: The percentage of wastage is difined as, P(wastage)=P(F U D), where F=failures, D=dropouts, =P(F)+P(D)-P(F A D) The overall percentage of wastage is equal to P(F1 U D1)+P(F2 U D2)+ P(F3 + D3)/3.

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Table 2.3

Evolution in Scholastic Wastage (in terms of failures and dropouts) by Grades

School Years / Grades	Rate of Failures					Rate of Dropouts				
	1967/68	70/71	74/75	80/81	86/87	67/68	70/71	74/75	80/81	86/87
1st FG	7.70	7.50	7.90	8.13	6.29	3.30	1.35	2.91	3.60	1.11
2nd FG	3.61	10.80	9.02	9.08	6.00	6.15	0.50	1.74	1.62	1.27
3rd FG	20.67	14.62	12.66	11.29	6.21	8.12	5.27	4.06	3.77	1.15
4th FG	19.62	15.19	12.47	10.77	6.46	11.56	10.04	1.51	3.31	2.37
5th FG	19.18	17.11	14.44	11.67	6.51	33.37	29.39	15.11	13.24	3.25
6th FG	20.46	22.40	24.12	20.61	11.43	-	0.31	1.38	2.66	6.09
7th EG	27.00	20.56	23.68	19.97	-	-	-	-	-	-
1st MG	11.93	7.39	4.75	5.35	-	-	-	0.11	1.17	-
2nd MG	10.27	9.49	5.49	5.30	-	10.23	5.14	4.90	4.02	-
3rd MG	12.17	8.71	4.78	7.42	2.81	9.21	6.15	5.73	9.41	3.99
4th MG	16.81	9.93	10.89	15.36	18.37	41.01	41.93	41.61	29.79	33.76
7th FG	-	-	-	-	5.51	-	-	-	-	4.81
8th FG	-	-	-	-	7.09	-	-	-	-	2.02
9th EG	-	-	-	-	28.03	-	-	-	-	24.10
1st HG	9.79	5.00	3.97	6.47	6.58	16.12	16.87	14.74	12.47	6.63
2nd HG	26.30	4.72	3.49	5.37	5.63	18.74	12.28	13.18	10.14	3.93
3rd HG	17.54	12.53	12.02	12.29	27.51	-	-	-	-	43.26

The rate of dropouts in the 5th EG is computed without taking into account the portion of pupils who pass directly to the 7th EG. It can be estimated at 15 % except for the 1986/87 school year.

Here are some statistics of failures and dropouts for different levels in fundamental, general, and high schools held at the end of years 1967/68, 1970/71, 1974/75, 1980/81, 1986/87.

According to a study about the secondary education reform[23]. The Ministry of National Education urged that the succes of university education deponded primarily on the quantity and selection of the student material, and the conditions under which it is taught and trained. The study pointed to the principle of adequacy with national development within the organization of the Educational System it was mentioned that the real problem that should be solved seems to be the realization of the principle of unity in the educational system in order to ensure that there is no wastage and the nation stands to benefit.

The study researches wanted to match fundamental school expantion by a proprortionate increase, year by year, of secondary schools of post-fundamental and general, educational, technical, and occupational. These could absorb many of those who could supply one important grade of the personnel needed for Algeria's rural as well as industrial planning.

With the establishment of the fundamental school discussed earlier in this chapter and with the new system of education and vocational training that has been conceived at three level, namely Cycle 1, 2 and 3, a nine-year period of basic education (6-15/16 years) and three branches of secondary education-academic, specialized and vocational- which are to cover the period from one to three years. In addition to increase vocational and technical schools, the situation will be eased somewhat in the near future. With the establishment of all these channels, the students seeking to enter universities will be kept within bounds. The study in fact laid down a principle that no

[23] Ministry of National Education, Secondary Education Reform, Dec. 1984, p. 1-16

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one should be admitted to any course which he is not qualified to enter[24].

In short, what has been pointed out in these study indicates the need for screening students in fundamental and high school and guiding them in choices of vocations consistance with their aptitudes and interests for the maximum development of their talents.

Selecting the appropriate field of study and getting the right help when needed in the school and out of the school, would certainly save so many many students from becaming failures or getting into the tragidy of dropout. And that is diffinitly one of the main jobs of guidance counseling program.

2.5 The Impact of Algerian Development on its Educational System

The relationship between development and education is well established by empirical and theoritical studies. However, few empirical studies are done to verify the relationship between vocational education and productivity and development. Uri (1984), for example, studied the impact that vocational education has had on output via the production function in the United States over the period 1947-1970. He concluded that:

> "The results suggest that each one percent increase in the number of students enrolled in vocational education programs eventually leads to a 0.31% increase in output."

Unfortunately, no such study is done in Algeria.

Algeria, since independance in 1962 had invested bellions of dollars in developing agricultural, industrial and educational systems. The first three-year plan was introduced between 1967-1969 as a system of national development. This plan was followed by several plans as a strategy for national development in different domains.

Rendoughtdly, there is a relationship between development in economy and education. Consequently, it is very helpful in order to clarify this relationship to present

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[24] Ibid, p. 13-15

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some statistics which show patterns of development in economy and education:

2.5.1 In Economy:

Statistics show that major investments are realized in petrochemestry and industry. While agricultural investismemt is negligebale:

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Table 2.4

Structure of Realized Investisments [25]

Year	1967/1969		1970/1973		1974/1977		1978	
Vol & %	Vol	%	Vol	%	Vol	%	Vol	%
Petrochem.	2.7	28	9.8	27	36	30	14.7	28
Equipment & Others	2.2	22	9.7	27	33	29.8	13.8	26.2
Consuption	0.45	6	1.3	3	5	4.3	4	7.6
Total Indu.	5.4	56	20.8	57	74.2	64.1	32.5	61.8
Agriculture	1.6	16	4.6	13	5.8	4.7	2.4	4.5
Infrastruc. and Others	2.7	28	11.3	30	40.8	33.3	17.7	33.7
Total	9.7	100	36.7	100	120.8	100	52.6	100

[25] A.Ben Achenhou, 1980, p.48

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2.5.2 In Education:

In education, we notice the development of educational system as follows:

A. Elementary school

Table 2.5

Evolution of Elementary School Enrollment [26]

Year	Male	Female	Total	Per.of Sch.
1962/1963	494794	282842	777636	25 %
1967	857242	513115	1370357	50 %
1971	1150492	700924	1851416	57.2%
1977	1653885	1128159	2782044	71.3%

This table shows how the number of students had increased from 1962 to 1982 as well as the gap between number of males and females in elemantary school.

B. Middle and High schools

[26]A. Ben Achenhou, 1980, p.241

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Table 2.6

Evolution of Enrollment in Middle Education [27]

	Public Education			Vocational Education		
Year	Male	Female	Total	Male	Female	Total
1962/1963	10427	3836	14263	11548	4979	16527
1968/1967	50656	18033	68689	25777	8416	34193
1970/1971	82600	26947	109547	29600	10321	39921
1975/1976	247304	132334	380238	1607	438	2045

C. *Technical middle and high schools*

Table 2.7

Evolution of Enrollment in High Schools [28]

	Public Education			Vocational Education		
Year	Male	Female	Total	Male	Female	Total
1962/1963	13735	4687	18422	5227	50	1577
1970/1971	47477	23412	70889	5098	1752	6850
1975/1976	68939	31478	100417	8326	1979	10305

[27] A. Ben Achenhou 1980, p.241
[28] A. Ben Achenhou 1980, p.242

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We notice that a peek in the number of students in technical schools occured in 1973-1974. The peak was initiated by a large boom in industry and petrochemestry investisments (1974). The second Four-year plan (1974-1977) gave priority for heavy industry and petrochemestry in national development. However, industry needed trained personnel in several technical and managerial skills. Development in these areas is still slow, especially if it is compared to development in industry and agriculture.

The following tables show the deficiency in realizing several educational projects. The first (2.8) table shows deficiency in finance and the second (2.9) shows deficiency in building new schools and institutes especially technical schools.

Table 2.8

Previsions and Realizations in Sector of Education and Training[29]

Year	1967/1969	1970/1973	1974/1978
Previsions	0.8	3.3	18
Realizations	0.8	3	9
%	100 %	90 %	50 %

[29]Abid, p.59

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Table 2.9

Physical Realizations in Middle and High Schools Education[30]

Estab. Kind		1967/1969	1970/1973	1974/1978
Middle Sch.	Prevision	34	157	601
	Realizat.	34	149	169
High Schoo.	Prevision	20	50	116
	Realizat.	20	48	3
Tech. Scho.	Prevision	--	8	35
	Realizat.	--	5	0
Institute of Educ.& Tech.	Prevision	1	11	21
	Realizat.	1	11	0
Total	Prevision	54	226	773
	Realizat.	54	213	172

Slow development in technical and managerial skills has negatively affected the industrial sector. The following table shows slow development of skilled and trained personnel in industrial entreprises[31]:

[30]Abid, p.59
[31]Abid, p.63

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Table 2.10

Skillful and Trained Personnel Entreprises

Year	Superior Caders	Middle Caders	Trained Person.	Trained Workers	Workers
1968	4	5.6	34.6	18.7	36.7
1973	3.2	4.9	39	20.5	32.4
1977	3.6	6.1	40.9	17.4	32

This deficiency in training has forced the Algerian government to assign important managerial positions to engineers and skillful personnel needed in non-managerial sectors. As a result, some public companies such as S.N.S (steel company) had to hire foreign technicians and trained personnel. Fortunately, the gap between economic and educational development has narrowed in recent years. However, the country still needs of skillful trained personnel in industry, building, and agriculture. Consequently, the government is encouraging youth by different incentives such as scholarships to be trained in technical schools and institutes of higher education.

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CHAPTER 3

School Guidance and Counseling Services in The United States a nd its Applications in The Arab Countries

During the last decades of the nineteenth and the beginning of the twentieth century, educational philosophy underwent a tremendous change in the western world. The United States and England tried to visualize and interpret education and educational problems with the help of the developed sciences of psychology and mental hygiene. Of these two countries, the United States has made tremendous headway within the span of the last seventy years. Today it stands as the foremost country in the world in the modernization of education. In The United States guidance and counseling are emerging as an essential part of the educational system activities. In the last decades, the school curriculum has expanded considerably in the last decades. This demands a careful selection of courses on the part of the pupils. The rapid growth of science and technology had made the social structure more complex than before. Hence, the need arose for securing information about each individual. Also the current educational philosophy created a new trend in the individualization of education. Lastly, youngsters are encouraged to be more self-directive than before. Thus the students need information about themselves. Many factors of this nature brought about a new era in the history of education in the United States during the last decades, a period which is replete with innumerable significantly advanced educational events worthy of mention and adoption. Consequently, it has become necessary for school administrators and educators to recognize the urgent and vital role of a program of psychological counseling and guidance in the school system, especially, in high school education.

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3.1 Guidance Counseling Programs Defined

Shertzer and Stone (1981) compiled over 100 definitions of guidance from the literature available at the time. There were many overlaps among the various difinitions. A substantial agreement about the definition of guidance was, however, evident, (i. e. guidance is the process of helping an individual understand himself and his world). Makinde (1984) explains it as follows:

Process: that guidance is not a single event but it involves a series of actions or steps progressively moving towards a goal.

Helping: that guidance is defined as aiding, assisting or availing. Many helping occupations such as psychiatry, psychology, social work, psychotherapy and psychoanalysis have as their major purpose the prevention and amelioration of human difficalties by the provision of specialized help.

Individual: refers to students or clients in the school or other settings. Specifically, guidance is seen as assistance given to normal students.

Unerstand himself and his world: means the individual comes to know who he is as an individual; aware of his personal identity; the nature of his person is clearly perceived, as is his world; the aggregate of his surroundings and the people with whom he comes into contact with is experienced more deeply and completely.

Whatever may be the wide variations on points of common agreement, the general meaning of the terms are commonly understood and interpreted thus:

The guidance counseling program is a set of services organized specifically to aid students to solve their problems of choice and adjustment and to improve their planning. It includes various services that overlap and complement each other such as counseling with individuals and groups; appraisal by psychological testing and by non-test methods; educational, vocational, and personal-social information; placement; etc... These services are mainly concerned with helping the student adjust to the present situation in

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accordance with his interests, abilities and the needs of society (Drapela, 1979. Downing, 1968. Hughes, 1971. Makinde, 1984. Mortensen and Schmuller, 1976).

Describing the program outcomes, The District Guidance Plan[32]relates to guidance counseling the following:

> "It is through the guidance program and the counseling relationship that students are helped to interpret and integrate the world in which they live. They can begin to coordinate and deepen the intellectual insights they uncover in their academic classes; they can examine the attitudes they have toward themselves, other people, and things; they can use these to make decisions that contribute to society... Guidance provides the future connection."

Finally, guidance services are designed to result in maximum achievable efficiency in areas which require that the individual make proper adjustment in order to help him/herself to become an effective member of sociaty.

3.2 Guidance and Counseling in the Arab Countries:

As the emotional aspects of life in various societies intensify under the influence of rapid change and as the educational and vocational structure deversify, the Arab countries are turning to the sciences and professions that deal with the personal equation and questions that ensue in such rapidly changing cirumstances.

Guidance counseling in the Arab countries draws heavily upon western models of guidance and counseling, especially upon the American model. This can be attributed to two main reasons. First, the people who helped in establishing the program and then participated in its development in Arab countries were graduates of American Universities (Al-Marouf, 1980. Drapela, 1979. Khatib, 1975). Second, the guidance and counseling curricula in the schools of education in the case of Arab Educational System of Arab Universities depend heavily upon American practices. However, there was exception to this pattern of American influence on guidance programs of which Algeria, Morocco, Libya, Tunisia provide the best examples. The formalization of educational

[32] New York State Education Department, Bureau of Pupil Services, 1985. p.42

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system which is occuring throughout these countries (except for Libya) is under French influence[33]

The objectives of Arab guidance and counseling programs which characterize the Arab approach to guidance and counseling corresponds to a great degree with the Rogerian approach to guidance counseling. This approach views human nature very positively: man has a forward-looking sense and a keen ability which enables him to evaluate circumstances effectively and to choose alternatives which enhance his existance. This process is motivated in a person by a fundamental need to actualize his potential. Conscious growth is represented by a pyramid of human needs culminating in a healthy and wholsome personality. (Figure, 3.1).

Makinde, (1976) carried out a study to assess the dimension of students' problems and the need to be satisfied. Rogers (1965) believes that if obstacles such as poverty, ignorance, illiteracy ...(which are all common — to some extent — in the Arab countries) are reduced to a minimum, man will find socially appropriate and mature answers to his problems. It is on this hypothesis that Rogers builds his approach[34].

In order to perceive the Arab model of guidance and counseling on a comparative basis, this chapter presents and compares some of the Arab countries models of high school guidance counseling with its conter-model in the United States. The purpose of this presentation is to review the adoption of American models of guidance and counseling, and to investigate the degree to which the models are adapted according to the needs of the Arab countries.

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[33] International Handbook of Education Systems, V.2, Ed. J. Cameron and P. Hurst, 1983, p.578. Also see The International Encyclopedia of Education, Ed. T. Husen and T. Neville, 1985, p. 245-50

[34] O. Makinde, Fundamentals of Guidance and Counseling, 1984, p.129

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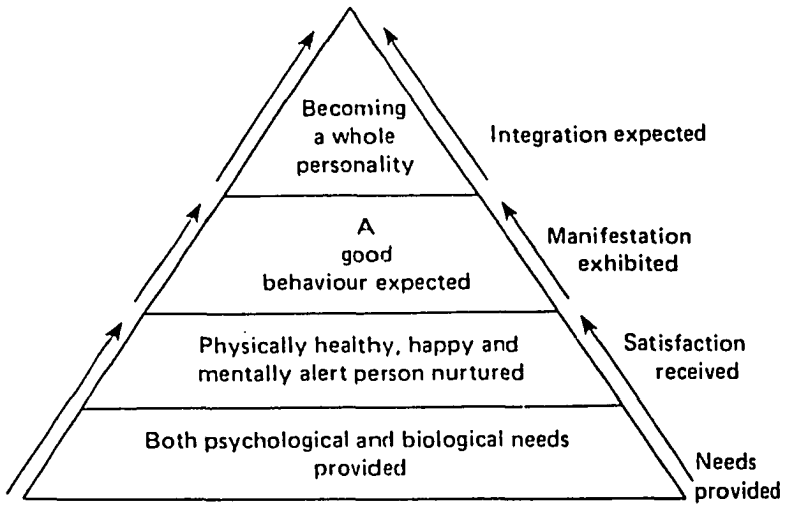
Figure 3.1

Pyramid of Needs and Satisfaction



When a psychological need arises, it has to be fulfilled. If not fulfilled, the person becomes anxious and frustrated. If there is an awareness of this need, and it is provided for, the person becomes happier and mentally alert in order to fulfill fis cognitive as well as effective goals. From this point there is a manifestation of good behaviour, and ultimately a wholesome personality emerges.

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3.3 Guidance and Counseling Services in The High Schools of the United States

Organized guidance and counseling services in the United States differ from state to state, within the state, and within the same city[35]. Therefore, it would be completely erroneous to hold that uniformity is the rule and that each high school renders the same type of guidance services to its pupils, has the same type of qualified staff, spends an equal amount on such services, and gets the same type of public cooperation. Though there is a considerable amout of difference in the quality of guidance counseling services in the high schools, the services rendered are more or less the same with special emphasis on different aspects of guidance and counseling in different schools and in different states[36].

In different parts of the United States, from time to time, various services have been suggested for inclusion in the guidance counseling program. In the past some of these services have been concerned with certain broad problem areas in which individuals need assistance. Some of the lists of services have been so wide and inclusive that they created an impression that guidance was just another name for education and that both were therefore synonymous [37].

Although the goals of guidance in general are the same as those of education that emphasize individual development and competance, there are significant distinctions between the specialized personnel and services of guidance and of other areas of education. Educators agree that the educative process may be separated into three well-defined areas (Figure 3-2)[38]. At the other extreme, there was the point that guidance counseling services should be concerned with very narrow segment of human problems, and a deliberate attempt should be made to exclude all other problems

[35]District Guidance Plan, Bureau of Pupil Services, New York State Education Department, 1985, p.1-6
[36]Ibid, p.1-6
[37]D. G. Mortensen and A. M. Schmuller, Guidance in Today's Schools, 1976, p.23-48
[38]Ibid, p.24

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regarding individual choice and adjustment. At present, clarity and commonality of opinion are emerging as to what constitutes a program of guidance counseling services.

Because of the interrelationships of such problems, guidance counseling is concerned with all the special needs and problems of individuals that logically and justifiably fall within the realm of the school's responsibilities.

Although there may still be differences of opinion in regard to terminology [39], as well as the extent and number of services to be included in a guidance and counseling program, there is a general agreement in regard to several services as follows[40]:

1) Individual Inventory

2) Informational Service

3) Counseling

4) Placement

5) Follow-up

Thus guidance counseling is a continuous process which consists of a group of services rendered to the school pupils individually or in a group in order to assist them in securing the knowledge and skills needed in making adequate choices, plans, and interpretations of paramout inportance to satisfactory adjustment in a variety of areas. Finally, these services are designed to result in maximum achievable efficiency in areas which require that the individual make proper adjustment in order to help him/herself to become an effectivemember of society.

3.3.1 Individual Inventory:

The individual inventory includes collection, maintenance and interpretation of individual data useful in connection with counseling and other aspects of the program. This type of data helps the guidance counseling workers to understand each individual

[39]V. J. Drapela, Guidance and Counseling Around The World, 1979, p.5
[40]Ibid, p.42-43

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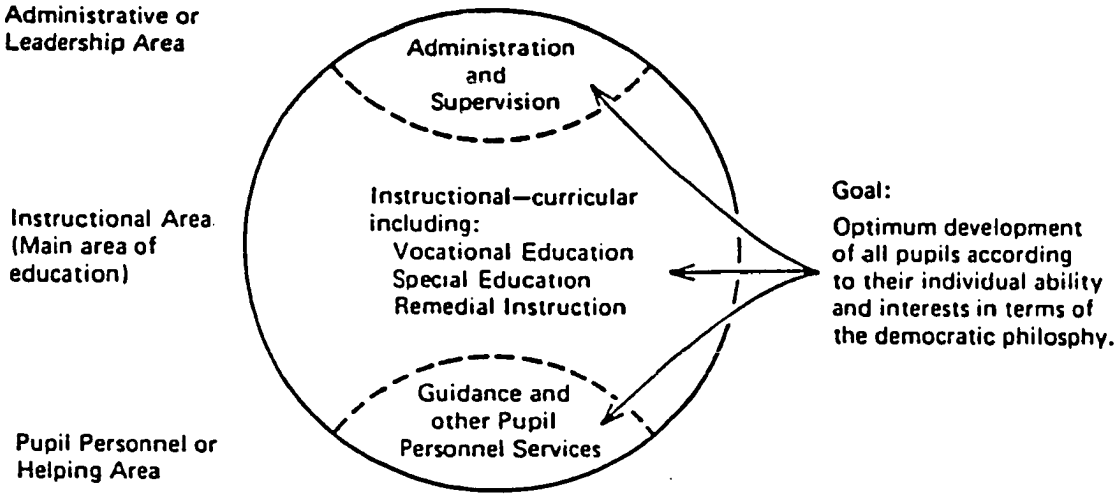
Figure 3.2

The Educational Process



Although the goals of guidance in general are the same as those of education, that emphasize individual development and competence, still there are significant distinctions between the two.

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student. It also helps each student to understand him/herself. A few general considerations are observed while collecting these data about each individual student. They are given below:

1. Guidance and counseling workers desire that only necessary, usable, accurate, and helpful information should be obtained and recorded. They are generally recorded in the student's "cumulative record".

2. Reliable and effective techniques are used to obtain such information, a wide variety of methods and techniques are made available for obtaining information from many reliable and authentic sources. The most inportant is the individual him/herself and he or she is geneally contacted by all guidance workers to secure any pertinent information needed for the purpose. Other most important sources are recorded and data secured though any of the following ways:

a. Available records of educational and other activities.

b. Child-Study Programs: curent reports and records of school marks, progress and general activities, etc., one of the soundest programs that have been developed in this area is the Maryland Child Study Plan[41]. Other sources of information are adapted considering the availability and need.

c. Questionnaires are often used as instruments for obtaining information. A questionnaire is the initial source of information about a student as he/she enters school and when he/she leaves it. It is most effectively used in connection with the interview. These questionnaires can be brief or extensive. They are designed to elicit information either from the pupil himself or from others who know him in some significant relationship such as parents, guardians, or legal agencies[42]

[41]Ibid, p. 259-60
[42]D. G. Mortensen and A. M. Schmuller, Guidance In Today's Schools, 1976, p. 260-61.

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d. Health records: Where reports of health conditions, physical examination, and health history are available sources of information. Thus health data should be complete enough to resolve the problems that arise concerning placement of the pupil in proper learning and activity situation[43].

e. Autobiographies and diaries: prepared by pupils and used to obtain a picture of their background as well as more detailed account of activities during a relatively short period of time. It is not behavior, as commonly interpreted, that is revealed in the autobiography but what is perhaps even more important is the attitudes behind this behavior.[44]

f. Appraisal of Observation and Reporting: observations by teachers, work supervisors, parents, and others of significantly a typical or revealingly typical actions are reported in anecdoted form. The chief values of observation and reporting can be summarized as (1) analyzing the student's behavior under as many conditions as possible; (2) developing on the teacher's part some knowledge of both the strenghs and weaknesses of each pupil; (3) establishing a standard for future classroom practice; and (4) setting up criteria for purposes of evaluation.[45].

g. Information-gathering Interview: formal or informal interviews with pupils; the interview is considered as the pupil's vehicle of communication in counseling [46]. After every interview significant findings are recorded by the counselor.

3. Case Study and Case Conference: case studies and case conferences are utilized to bring together in appropriate relationship a variety of factors from various sources and points of view. A case study is a report of an intensive analysis of an individual. A case conference is a means whereby case data are interpreted in terms of

[43]Ibid, p.261.
[44]Ibid, p. 266.
[45]Ibid, p. 264-66.
[46]Ibid, p. 260.

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projected action. Both techniques represent teamwork at its highest level[47].

4. Home and field visits are arranged to derive beneficial and important information.

5. Daily Schedules, Diaries, and Life-space surveys: pupils are requested to keep daily and weekly activities schedules which are helpful in revealing activities which may be influential and effective in determining reactions of the individual. This device is immensely useful to get information on both the social adjustment of the pupil and the physical world in which he/she lives[48].

6. Future Plan Forms: are utilized to indicate plans, goals, and ambitions of the pupils relative to such activities as education, vocation, and other areas of endeavor.

7. The Rating Scale: personal rating scales are also used to obtain considered opinion concerning the personal characteristics of the individual. The rating scale provides such a means for agreement by grouping observations under a common heading or trait [49](for example, cooperativeness, self-control, and the like).

8. Sociometry: sosiometric studies and sociograms are becoming increasingly popular and important as indicators of social patterns and relationship between the individual of a social group. It is a means for presenting simply and graphically the entire structure of relations existing at a given time among members of a given group.[50]

9. Standardized Tests: tests and inventories are used to obtain necessary data concerning scholastic aptitude, achievement, special abilities, interests, personal adjustment, and other characteristics of the individual. The aim is to collect and order a variety of information, both quantitative and qualitative in nature[51], for better pupil

[47]Ibid, p. 277-79
[48]Ibid, p. 273-75.
[49]Ibid, p. 263-64
[50]Ibid, p. 269-271.
[51] D. E. Johnson, Expanding and Modifying Guidance Program, 1968, p. 54.

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self-understanding as well as for better staff understanding of pupils.

10. Computer-Assisted Guidance Systems: for guidance personnel the computer has proved an invaluable aid in the important and involved area of gathering data. School system in America has put computer systems into daily use[52]to provide the guidance system with continuous feedback of guidance data to students, parents, teachers, counselors and administrators.

Then the most important part of this service is recording the information. These records are maintained carefully and used with proper interpretation whenever needed. Here again, as in the use of tests, every school system has ample freedom to use its own judgment in the selection, maintenance and utilization of records. All good systems have certain basic characteristics in common, although the specific form, method of organization, and other considerations vary widely with different situations. The particular forms are developed to meet the specific need, or commercially available forms are used which best seem to meet the local situation. The adoption and the use of a system of records is a matter of cooperative study by the entire staff of the school.

Lastly, any satisfactory system of individual inventory demands the use of several types of records. But this does imply extensive or unnecessary duplication of data. For better efficiency and lesser expenditure of time as well as of money, every school system desires to adopt a system of records just necessary for the purpose of acquiring information. These records are properly planned and well maintained. Following are a few princilples for the maintenance and keeping of the records[53] That may be:

1) The pupil is the focus of concern and the reason for the inventory system.

[52]D. G. Mortensen and A. M. Schmuller, Guidance In Today's Schools, 1976, p. 279-81.
[53]L. N. Downing, Guidance and counseling Services an Introduction, 1968, p. 92-93.

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2) A system is essential for appropriately recording, filing, and utilizing all data;

3) The uses of the inventory system should be broadened to include appropriate staff members and to be of the greatest possible service of students;

4) Objectivity, uniformity, and neatness are essential in maintaining records and should be encouraged;

5) Uniformity in recording data simplifies their use and eliminates frustration;

6) The relationship between accumulated data and other information gained on a student should be noted and all data intelligently utilized and applied.

7) The information usually recorded will comprise the following items: permanent record card, relatively permanent health and physical conditions, teachers' marks, and educational achievements, courses taken and credits earned, cocurricular activities and special achievements, employment and work experiences, transcripts, attendance including entry and withdrawal, summary of personality ratings, academic aptitude test scores, vocational plans, post school activities, etc.

8) For the purpose of this section the term "directory information" relating to a student includes the following[54]: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and reports, weight of members of athletic teams, dates of attendance, degrees and reward received, and the most recent previous educational agency or institution attended by the student.

3.3.1.1 The Cumulative Record:

Another type of record in use is the cumulative guidance record. This is designed primarily for guidance purposes and to aid in better understanding the individual. It is more informative and flexible than the permanent record discussed

[54] D. G. Mortensen and A. M. Schmuller, Guidance in Today's Schools, 1976, p. 255.

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above. This is a folder type of record. It is agreed in this field[55]that the collection and comparison of a variety of test scores, anecdotal records, health reports, grades, group activities, and so on will only lead to confusion for the teacher and counselor unless all the information is systematically organized and recorded. The cumulative record is designed to help avoid this confusion.

Record and Use of Cumulative Records:

The counselor is primarily responsible for supervising the collection and recording of information about the individual. The information in properly completed cumulative records becomes the basis for most guidance services[56].

Interpretation and use of information in these records is a very important task for the counselors, teachers, and administrative staff. Information of cumulative records is generally used by those persons who are authorized and qualified to do so, such as counselors, administrators and teachers. These records are used and found helpful by administrators in discovering needs for special training and for curriculum adjustments necessary to meet the educational needs of the community. At all times proper caution is exercized with regard to information which would betray personal confidence.

3.3.2 Individual Inventory in Arab Countries:

The administrative objectives of student appraisal, as practiced in Arab countries, stem from the concern of the administrators with the internal evaluation of various programs in their schools. Continued low scores on mathmatics tests, for example, may be clues that programs or approaches in that field need revamping.

In relation to the parental objectives in this process most parents are genuinely concerned about their children's education. Further, parents usually want to assist their

[55]Ibid, p. 275.
[56]Ibid, p. 276.

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children in the establishment of realistic goals and assist them in the attainment of these goals. Most parents hope that they will learn more about their children so that they can be greater assistance to them. The appraisal program can be of value in helping parents realize this aim.

Because of the personal nature of the information collected about students in schools, the Arab model considers this information strictly confidential. Also, information concerning matters not specifically related to the student's school performance, such as social status, origin, family income, occupational data, or husband-wife relation, is not recorded without the permission of both the parent and the student.

With reference to the collection of data, although the Arab model advocates the use of such techniques as interviews, personal data forms, and records of past experience, there is evidence that the use of the data collected has not approached even minimally satisfactory standards. Nevertheless, data have been collected and disseminated to parents, teachers, administrators, counselors, and students.

The following Arab countries have their own "cumulative record" of the student: Bahrain, Egypt, Jordan, Iraq, Kuwait, Lybia, Quatar, Saudi Arabia, and recently followed by Algeria. (more related information are discussed in chapter 1). The most complete cumulative record folder is the one established in Egypt, Iraq, and to some extent Kuwait.

One of the handicaps of the Arab educational system is the lack of standardized tests. Although, the UNESCO and the Arab League Educational, Cultural and Scientific Organization (ALECSO)[57] consider standardized tests as one of the methods for collecting data about students, it has neither adopted nor standardized tests for use in Arab countries. The primary reason for this is that the adaptation and standardization of

[57] ALECSO, principal objectives and organs of the organization, 1985, p.15-17

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tests require financial resources and specialized personnel, both of which ALECSO lacks.

In an effort to overcome this handicap, the responsible departments are concentrating on the development and use of what are known as nonstandardized appraisal instruments. Their requirement, as far as administration and scoring procedures are concerned, are not as strict as those for standardized tests. Such instruments are designed to collect subjective, ideographic data about students, and most typically the information collected is in regard to the students' personal characteristics or functioning in a specific area. The observation of behavior is considered to be one function of these instruments. Because such instruments are not carefully developed and because the data collected are often subjective, these instruments have severe limitations and must be used cautiously. Caution and logic are needed in the use of any instrument[58]. Nevertheless, if they are used with these shortcomings in mind, they can be of value in promoting student development.

In general, the appraisal program, according to Arab countries' model, must be judiciously planned if students are to benefit from it and if the goals of the service are to be attained. An extremly necessary requirement for a successful program is that the entire education team and not solely the counselor be fully involved. This team, consisting of counselors, principals, and faculty members, which spells out the program objectives, selects instruments to the objectives and utilizes the data properly once it is obtained.

3.3.3 The Counseling Service:

Counseling is sometimes spoken of as the core or heart service of American Guidance[59]. Couseling focuses upon the needs of clients as individuals and helps clients

[58]L. N. Downing, Guidance and Counseling Services: an Introduction, 1968, p. 105.
[59]V. J. Drapela, Guidance and Counseling Around The World, 1979, p. 43.

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understand the meaning and optimal use of other guidance services. It is a person to person relationship in which qualified professional aid is given to the individual in arising at intelligent decisions and in making satisfactory progress relative to problems of choice and adjustment. It involves carefully evaluating and analyzing authentic facts concerning the individual and his environmental circumstances. These are brought to bear in helping the individual to arrive at his own decisions. Such counseling is given for the following purposes:

1. To provide individualized or group assistance [60]to the pupils in regard to problems which they recognize of vital importance to themselves. The primary purpose of counseling is to help the counselee (the sudent) to grow in self-understanding, and maturity. Thus the concept of maturity is fundamental in the counseling process both to the counselor and to the client[61].

2. To enable the pupils to interpret their own personal data.

3. To help the pupils to evaluate various conditions and alternatives which exist in their environment.

4. To direct the pupils' attention to and provide positive constructive aid in regard to decisions and alternatives which they are required to face.

5. To aid the pupils in embarking upon intelligently selected courses of action toward reasonable and constructive goals.

6. To aid the pupils in making necessary adjustments and modifications of plans in progressing toward acceptable and reasonable goals.

3.3.3.1 Counselor Functions

The counselor remains the central figure in the appraisal of personal problems. Individuals must be interviewed to derive the necessary data required

[60]D. G. Mortensen and A. M. Schmuller, Guidance in Today's Schools, 1976, p. 429.
[61]Ibid, p.422.

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concernig both their backgrounds and present difficulties. To adequately structure a conference situation so that the clients will receive the maximum aid from counseling is a difficult and complex task[62]. Any counseling situation includes such involved factors as the interaction of client and counselor, the client's interests and background, the frame of reference of the counselor himself, and the general cultural environment that so influences all our behavior.

Makinde (1984), attempted to develop certain basic elements that appear consistently in school counselor function in all counseling situations as follows:

1) they help to plan and develop a guidance programme and the curriculum in relation to students' needs.

2) Through the counseling relationship, they help each student to:

a. understand himself in relation to the social and psychological world in which he lives;

b. accept himself as he is;

c. develop personal decision-making competencies;

d. resolve special problems.

3) The counselor assumes the role of leader and consultant in the school's pupil appraisal programme.

4) The counselor collects and disseminates to pupils and their parents information concerning: school, opportunities, and careers.

5) The counselor co-ordinates the use of services beyond those he can provide.

6) The counselor assists in providing placement services for grouping and schduling of pupils.

[62]Ibid, p.402.

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7) The counselor helps parents by acting as a consultant to them, providing them with information about their children, about educational and occupational opportunities, and assisting them to develop realistic perceptions of their children's development.

8) The counselor serves as a consultant to members of the administrative and teaching staffs in the area of guidance

9) The counselor conducts, or co-operates with others in conducting, local research related to pupils' needs and how well school services are meeting those needs.

10) The counselor carries out a programme of public relations. [63]

Recognition of Problems and Counseling Procedures:

The school counselor believes that it is not only important to recognize the problems but attention should also be given to anticipating conditions which may cause difficulty. This is done as a preventive, positive and constructive action. Due consideration is paid not only to the frequency but also to the intensity of the problems, standardized tests and inventories or check lists like Mooney Problem Checklist are a few techniques that are employed to gain an insight into pupils' problems. Sometimes the pupils are requested in a free-response type of report to write out two or three of their major problems or concerns. Care is taken in providing an adequate explanation of the word "problem".

Another technique employed to detect the problem is informal group discussions which serve to locate and focus attention on problems which may be common to members of the group or unique to the individuals. Interviews, advising, counseling, and psychotherapy are used by counselors according to the specific situation. Because, counseling in its generic sense, is an integral part of the

[63]O. Makinde, Fundamental of guidance and counseling, 1984, p. 183-85.

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educational process, it is, too, directly affecting the individual's development, Thus it is important to refine the meaning of counseling, to differentiate it from related functions, and to define the operations of those who serve in those functions. Such clarification is needed because the counseling relationship is one in which personal interrelationships are intensified in a maner only characteristic of a few other areas.

Figure 3.3 shows the different elements of counseling procedures. It is also shown that increased skill plus adequate facilities and time are required as one moves towards the right on the counseling continuum. As one moves from simple interview to psychtherapy, there is increased personal involvement on the part of those entering into the particular counseling situation[64] still another technique is the observation by teachers, counselos, and other staff members, as well as reports from parents, employers and others, enable them to detect and report conditions, situations which seem to emply problems which need immediate attention.

Lastly, school counselors anticipate need for assistance by the students in selection of courses, choice of extracurricular activities, and considerations of vocational goals. Following are a few problem areas[65]in which the students are helped to make maximum possible adjustment through counseling. Downing (1968) has described the major problem areas as follows:

1. Educational problems involve choice of training opportunities, learning difficulties, over-and under achievement, motivation, lack of basic skills, proper study habits, and so on.

2. Vocational problems include such difficulties as discrepancies between occupational goals and abilities, lack of occupational goals, inadequate information, method of entry into job and adjuction to and progressing in work.

[64]Ibid, p. 427.
[65]L. N. Downing, Guidance and Counseling an Introduction, 1968, p. 171.

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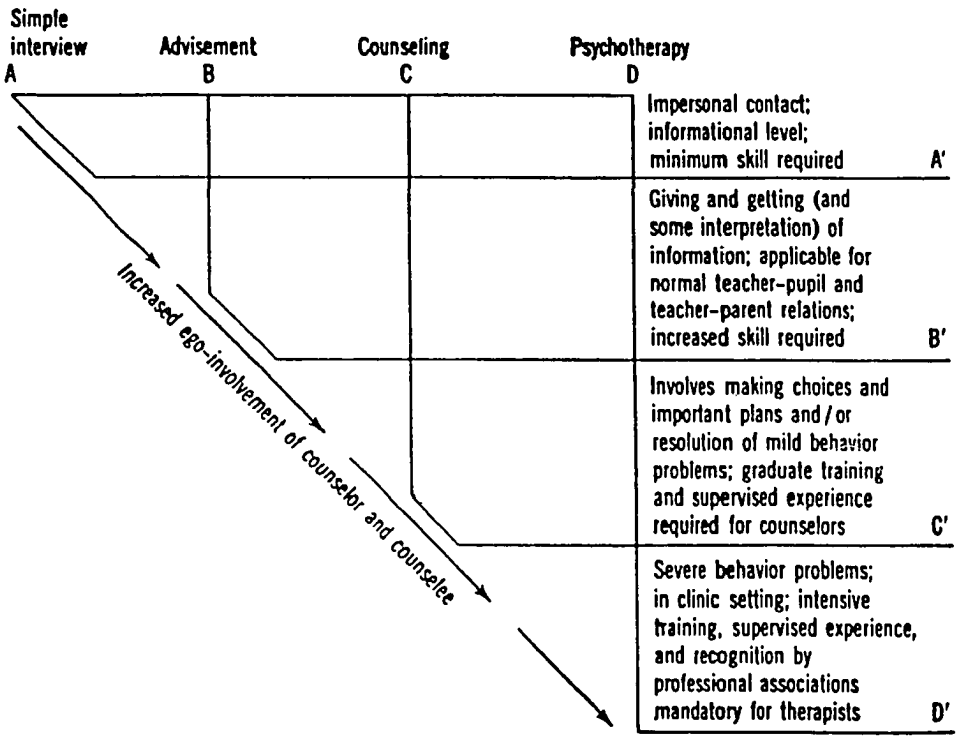
Figure 3.3

The Counseling Countinuum



Line A to D represents a continuum which indicates counseling and its variations. In each, from the simple interview to psychotherapy, Increased skills plus adequate facilities and time are required as one moves toward the right on the counseling continuum.

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3. Personal and social problems are closely related and involve such considerations as getting along with others, acceptable social actions, social acceptance, companionship, personal characteristics, boy-girl relations, and reactions to others.

4. Home environment presents problems relative to parental attitudes, assigned duties, authority exercised, standards of conduct, rules and regulations, and conflicts.

5. Financial problems are important to the individual as they relate to such factors as educational and vocational plans, social relationships, obtaining the necessary and the desirable things that money can buy, outside work, limitation of opportunities, excessive spending and commercialized recreation.

6. Health problems include physical and mental health and are concerned with such factors as physical and mental handicaps, appearance, physique, coordination, health condition, emotional adjustment, fears and inadequacies.

7. Personal concerns, personality, and adjustment. Problems of a personal nature are usual occurences with growing youth. These problems may appear to be relatively minor to an adult but are nevertheless important to the person experiencing them. For these youngsters to make a proper adjustment, they should be given personal attention.

8. Emotional problems. Human emotions play a significant role in the lives of all people. Emotions influence learning. They may either facilitate or interfere with learning. Other aspects of life and behavior are also influenced by the emotions. For improvement in mental health, youngsters need to be given help with problems which are having a detrimental effect on emotions.

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3.3.4 Counseling in Arab Countries:

Within the Arab countries, the counseling model stated that the need for counseling in today's schools has grown from a traditional Islamic belief in free education for all. The degree to which this belief is considered in these countries will be discussed in the next chapter. As the practical expression of this belief, counseling in the school on a personal and a group level has focused on the enhancement of the individual and the facilitation of the learning process. Furthermore, the Arab model as percieved by Al-Marouf (1980) and Al-saaigh (1985) should be to achieve the ultimate goal of the counseling process. The counselor should have a comprehensive understanding of students' capabilities and their environment through the use of all available techniques. As a result of this understanding, he should furnish the students with all the personal and environmental information necessary to help the student plan and deal with his future life.

It is clear that both the earlier American and the Arab model, advocate helping the student through the counseling program to understand himself in order to be aware of his status, to help him in making wise suitable decisions, and to encourage him to face the problems he/she will encounter in and out of school. Despite the differences in the language, it is clear that both aim at the same goals.

Within the Rogerian framework, the Arab model accepts the philosophy of considering human nature positively. The student has a forwarded-looking sense about him, a keen ability which enables him to evaluate circumstances effectively and choose alternatives which will enhance his existence. This process is motivated in a person by a fundamental need to actualize his potential. All these characteristics are within a person from birth, and they are lost only when external forces block their expression and development.

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In the Arab model, awareness and perception on the part of the individual are very important, since they form the basic component of the personality, the self. Though interaction with the environment, the individual begins to develop a conception of himself. He naturally needs to view himself positively, to see himself not without certain inadequacies but in general as a person of worth, as someone with certain resources, which can be developed and contribute to the general social welfare.

Lastly, Makinde (1984) analyzed some attitudinal, structural, human and cultural problems that face counseling practitioner in Muslim countries. These problems can be summarized as follows:

1. There is a natural resistance to change. Gross, et al (1971) put it nicely when they said that a set of organizational arrangements existing prior to and during an innovation are usually regarded as not being compatible with the new innovation or service.

2. There is a lack of clarity about the new role. For instance, some principals of schools are not too clear about the role of guidance counselors.

3. There is the failure of state and local officials to identify and deal effectively with serious obstacles.

4. Funding for the innovative efforts of couselors is usually not forthcoming, and when the trained counselor loses interest and takes on other jobs (or is promoted as school administrator), support for counseling rapidly wanes.

5. Of course, some principals and parents believe that guidance counseling is an invasion of their privacy and that of their children.

6. There is usually the problem of inadequate planning, with few short-run, intermidiate or long-run targets for the new service.

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3.3.5 The Informational Service:

As pupils need accurate information as basis for intelligent decisions, adequate and authentic information is made available concerning occupations, training opportunities, personal adjustment and social relatioships. For the purpose of making sound decisions, factual data concerning both the individual and his environment are needed and such data are usually supplied in a high school where a sound program of guidance services exists. Such information is important to the student and to those who would be of assistance to him. Informational services adequate provision in order to operate a guidance program effectively.

3.3.5.1 Occupational Information:

The importance of vocational activities in the lives of individuals makes it imperative that students have adequate occupational information on which they can base their vocational choices. Following are a few points that are considered valuable when making these services available to students in the high schools:

1) A proper balance between various types of materials is maintained, considering costs, occupations covered, and recentness of information.

2) Special attention is given to pamphlets, bullettins, current periodicals, monographs, and other relatively inexpensive or free material which can be profitably used by the students and counselors, especially vocational guidance advisers[66].

3) Books are provided to cover special subjects and broad fields of occupations.

4) Visual aids materials such as films, video cassetts, posters, charts, graphs, and computerized vocational information systems [67].

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[66]R. Hoppock, Occupational Information, 1975, p. 51-53.
[67]A. Beaumont et al., A model Carrer Counseling and Placement Program, 1978, p. 140-144.

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5) Attention is given to a wide range of occupations, including especially occupational descriptions and data relating to the local community.

6) Information concerning labor relations, occupational staistics are provided.

7) Information and demonstration are also provided on practice job entry and interviews[68]. How to apply for a job, application letter, interviews, and problems and procedures relative to adjustment on the job.

Definite procedures are established for securing occupational materials. Counselors have the major responsibility for keeping themselves well informed concerning sources and availability of occupational materials. Some times the counselor and sometimes the librarian has the specific responsibily for obtaining materials; and sometimes the interests and services of other staff members are solicited in collecting helpful materials. So, also is the assistance clerks, students, and student organizations found useful in collecting such information.

Materials thus collected are made readily accessible to pupils, counselors and teachers. Generally, materials are housed in the library under the custody of the librarian, though certain much needed references are made immediatly available to counselors and teachers.

A definite system of cataloging and filing is generally used. Books are cataloged in usual manner. Some schools provide a special room for occupational materials[69]. Alphabetical filing is used by providing folders for the major occupations and occupational titles. Also computer assisted referal and job matching systems[70] (as used in some high schools). These systems are much faster

[68]R. Hoppock, Occupational Information, 1975, p. 323-325 and 467-477.
[69] The researcher have seen such places in The Guidance Department at The Catholic Central High School and in the Counseling Department at Shenendehowa High School.
[70]A. Beaumont et al., A Model Career Counseling and Placement Program, 1978, p. 27.

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than manual searches of job listing records and can quickly provide students or alumni/ae with a list of potential job sources. Finally, definite provision is made for keeping occupational materials curent and up to date.

Disseminating Occupational Information:

A wide variety of methods is used for effectively bringing information to the attention of the students. Many of these involve curricular or co-curricular activities. Since 1967, the Department of Counseling Psychology and Distributive Education at the University of Minnesota, started a summer workshops series, and prepared the ground for curriculum development and program plans in some schools. Borow (1973) had presented a current revision consisting of 28 vocational development tasks, seven for each level - primary, intermidiate, junior high, and senior high - with three to seven performance objectives specified for each. Examples of tasks and objective for each level are given below[71]:

1. Primary: Vocational Development Task-Awarneness of self

Performance Objective-Describes how he perceives himself as different from those around him

2. Intermediate: Vocational Development Task-Developing a positive self-concept

Performance Objective-Describes how he and others perceive his strengths

3. Junior High: Vocational Development Task-Acquiring knowledge of occupations and work settings

Performance Objective-Increases the range of occupations of which he has knowledge and examines their functions and requirements

4. Senior High: Vocational Development Task-Acquiring knowledge of educational and vocational paths

[71]H. Borow, Career Guidance for a New Age, 1973, p. 225

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Performance Objective-Seeks information concerning the content and requirements of educational and training courses that may facilitate occupational goals.

In this regard also, The United States Office of Education (USOE) had developed the career educational model, a comprehensive curriculum model centered on occupational life. The USOE model was first tryout in 1971-72 school year. School systems in six cities were evaluated and selected as sites for the program. The cities were: Atlanta, Arizona, New Jersey, Colorado, Michigan, and California. Figure (3.4) depicts the development of the USOE model. New Jersy was one of the states which had made considerable progress in developing and implementing a K-12 career development program. [72]

3.3.5.2 Educational Information:

Many of the practices and principles involved in disseminating information about ocupations also apply to educational and other types of information. In addition, there are specific considerations used for imparting educational information. A wide variety of eductional information is provided to high school students in The United States. This information is procured from the sources indicated below:

1. Complete, authentic, objective and understandable information about the opportunities and requirements in the junior and senior high school which the pupils plan to attend or are attending, is given whenever needed. This best source of such information is the school staff itself. Such information is carefully arranged for the use of pupils in aschool which has an efficient guidance counseling program. It is presented objectively and is made intelligible.

[72]H. Borow, Career for a New Age, 1973, p. 196-201.

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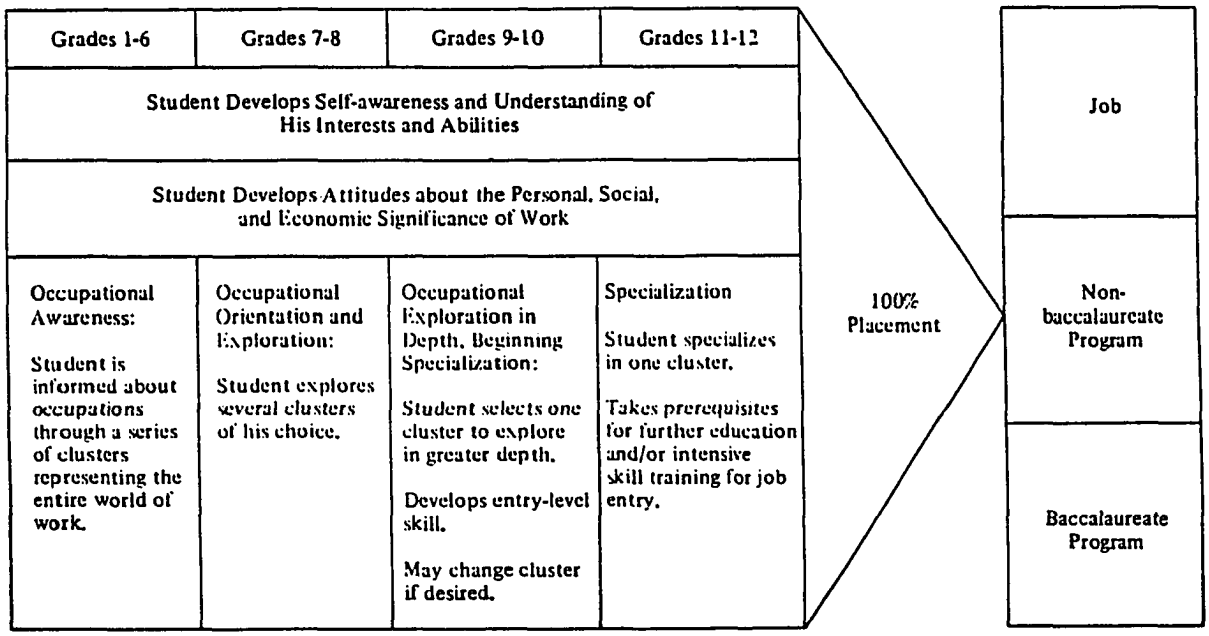
Figure 3.4

Suggested Carreer Education Experiences by Grade Level (USOE Model)



Above are the objectives for each school level of the program.

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2. Besides the prevailing and necessary information about the student's own school, information concerning other secondary schools is also made available. Source like (a) American Education [73]and (b) The College Blue Book[74]are found useful.

3. Not only information regarding secondary schools but also information about educational opportunities in Colleges and Universities are provided. Besides a comprehensive knowledge of courses offered, special attention is also given to such factors as accrediting, academic standards, costs, suplementary services, etc.

4. Advertising pages in the newspapers and magazines, classified telephone directories and similar publications furnish valuable suggestions in regard to various types of training opportunities. They are made use of, whenever necessary.

5. Important and useful materials on scholarships, selfhelp opportunities, financial and scholastic requirements are amply furnished.

6. Many sources of educational information are indicated in bulletins, monographs, briefs and pamphlets dealing with occupational information. As far as possible, these are made available for the use of the students.

The counselors with cooperation of staff members, administrators, students and others are assigned the major responsibility of coordinating the materials dealing with educational information. They can disseminate the information among the students in the following ways:

1) Descriptive bulletins, charts, hand books, posters, news articles, audio-visual aids, and the like are prepared to be distributed among the prospective or present students[75]. These give a clear idea, an authentic account of the school's offerings and requirements, both curricula and co-curricular. Materials may be

[73]Patterson's American Education: Schools Classified, 1987, V. 1
[74]MacMillan Publishing Comp., The College Blue Book, 1985, V.1-5
[75]L. Downing, Guidance and Counseling Services: an Introduction, 1968, p. 189.

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prepared for the school as a whole or by departments.

2) Counselors, administrators, and teachers discuss with groups and individuals the nature of secondary school courses and other training opportunities. All necessary and essential information is provided prior to the student's choice of courses and at those times when it will be of maximum value in contributing to intelligent choices.

3) Representatives of various training institutions sometimes personally discuss training opportunities with students. This may be done through organized college activities, held independently or in conjuction with career days or by individual visits of representatives of educational institutions to the school or vise versa where the students may take field trips [76]to proposed training facilities, whether a college or a trade school or employer.

4) Counseling interviews are utilized to help the students in obtaining a clear understanding of information concerning various educational opportunities. Counseling is provided to aid them in selecting the secondary or post secondary training which seems best for them, considering their objectives, needs, abilities, interests, and opportunities.

3.3.5.3 Personal-Social Information:

As it is extremely important that students be provided with information which will aid them in understanding themselves and in adjusting properly in their relationships with others, all efforts are made by the school for proper social adjustment of the pupils. This is generally done through proper solution of problems involving personal and social adjustment. This is considered to be the definite concern of guidance services. The same techniques of obtaining,

[76]D. G. Mortensen, and A. M. Schmuller, Guidance in Today's Schools, 1976, p. 493.

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maintaining, and disseminating information which were indicated in connection with occupational information are also applied in this respect. Besides these, there are several considerations pertinent to the areas of personal and social development. They are as follows:

A. Types of information desired will involve materials dealing with emotional adjustment, desirable personal characteristics, physical and mental health, civic responsibilies, acceptable social manners, avocational and recreational opportunities, etc.

B. Information concerning such areas as recreational, civic, mental and physical health may be secured from various governmental and professional agencies. Local survey studies are recognized as helpful sources on information regarding social relationships, conditions and opportunities.

C. Although counselors take the lead in coordinating the procurement of information, all staff members of the school try to cooperate in providing valuable and active assistance.

D. As far as dissemination of information is concerned, special effort is made to utilize various formal and informal group activities of the school. Classes and co-curricular activities are considered as laboratories for actual learning about and practicing the desirable and satisfying personal characteristics and social relationships.

Finally, no informed decisions can be made without sufficient and reliable information. The provision of information in these areas, then, helps an individual to become adequate in making realistic decisions.

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3.3.6 Educational and Vocational Planning in the Arab Countries:

In theory, the educational and occupational information used in the Arab countries corresponds to a great degree with the educational and vocational information in the American model. It is the duty of the counselor to provide both the student and his parents with the utmost help for the relation to educational and occupational opportunities. In the case of Algeria for example, the stress in the begining was clearly on educational opportunities and on long-range educational plans. Some of the reasons for and assumptions underlying that were: (1) there were relatively few job opportunities in Algeria at the time, (2) the counselors were not qualified to advise on occupational opportunities, (3) information regarding occupations and their specific requirements were either not available or sometimes not organized to be of help to the counselor in giving information to the students and, (4) Furthermore, students in Algeria do not work in their free time because of required heavy curriculum, or simply summer jobs are not available.

It is only recently, that the stress became more clear on occupational opportunities[77]. The Central Committee resolution ordered:

> "Giving priority for technical and vocational education at high school level by expanding its fields and enabling it to absorb the majority of fundamental school graduates. According to the needs of the country, and so to generating opportunities for the gifted student to continue their higher education in Universities and granting jobs for them."[78]

In the Arab countries, whose who have a relatively developed guidance and counseling program to assist the student, the job of the counselor, is obtaining information about educational and vocational opportunities. It is also the duty of the counselor to assist students and their parents in understanding all of the procedures needed for filling out

[77]Direction of Education of Algiers State, Center of Education and vocational orientation, Specialized Vocational Trainnings/college Trainnings, 1985, p. 1-31.
[78]Government of Algeria, National Liberation Front Party, Resolution of The Central Commity, 1985, p.47.

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the application for the Universities. In the case of Algeria the duty of the counselor is limited in terms of educational and occupational information to writing pamphlets.

There are some points contained in the American model that are not considered in the Arab countries' model: (a)assisting students in obtaining information about educational and occupational opportunities in the military service, and (b)the consultation of the counselor with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of pupils. In this connection, the degree of freedom allowed the counselor is so limited since the educational system in the secondary schools of the Arab countries differs completely from that of the United States. The student in the secondary school, according to his specilization, has to take all the courses the school offers in that field of specialization. He can not choose, since all the courses are required.

3.3.7 Placement:

The guidance counseling program has the responsibility of aiding the students, through orientation and placement services, to enter upon and adjust to their next educational activity or suitable employment. Placement services of the existing guidance counseling program help the sudents to make effective transition between various steps of their educational progress and from school to part-time. It is recognized that the schools have responsibility for providing these placement services, as an integral part of the total guidance couseling program. It involves aiding the students to adjust to the present situation, to receive further training, and to take their places in the world of work. These responsibilities include:

3.3.7.1 Orientation of Students:

The effective use of educational opportunities demand that the students should be satisfactorily adjusted to their educational situations. This involves

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providing constructive informational and orientation activities in helping the students make the transitions between various units of educational system. Orientation is primarily concerned with aiding new students or transfer students in effectively entering upon and becoming adjusted to the customs, environment and work of the school. Although this can be done with a written handout, a one-hour workshop with the students seems to be more effective. Beaumont et al. (1978) has suggested two approaches to arranging such a workshop to be successful. One involves individual sign ups in groups of 15 to 20 students by the receptionist of the career counseling and placement service, and the other involves personal invitation from staff members to faculty to schedule a class hour to meet in the career counseling and placement service facilities [79].

3.3.7.2 Occupational Placement:

This involves assisting the individual to make the transition from school to an appropriate job, and help them also to master the skills and techniques of job hunting and job aquisition[80]. It may be either full-time work after the student has left school or part-time employment while the student is enrolled in the school. The school is in the most strategic position to aid in the placement of its students. In doing so, it provides one of the major services of the guidance program and renders valuable assistance to the student and to the community.

3.3.7.3 Educational Placement:

It helps the students in making satisfactory entrance into appropriate further training opportunities. It is considered important that at all transition points within the educational system, special attention should be given at the time

[79]A. G. Beaumont et al., A Model Career Counseling and Placement Program, 1978, p. 20-21.
[80]Ibid, p. 20.

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student leaves the high school, either through graduate or drop-out. Jhonson (1968) has limited the out-of-school placement for dropouts activity to making referrals to various community agencies that might be helpful of their cases. It is also considered necessary for the schools to provide assistance to those students who have left school several years earlier.

Placement Development Program: A successful placement program cannot passively wait for jobs to be listed with the service. It must reach out in a planned, continnual basis to employers and the community. From the activities that Beaumont et al., (1978) have suggested several ways to accomplish this:

1. Design and maintain a mailing list, including a set of record keeping and control forms concerned with employer outreach, contact, and job development, together with procedural instructions for their use.

2. Conduct a "brainstorming session" with students, faculty and administrators to review strategies for persuading employers to seek new employees — part time and full time — from school's placement services.

3. Design for letters and postal card reminder to be sent to employers requesting the employer to list job opportunities for school students with the school's placement service.

4. Plan a compaign to personally visit and/or telephone several key employers (such as those most likely to produce numbers of relevant job opportunities for the graduates) to request descriptive information concerning the company and its hiring policies and to encourage those employers to use the school as a source of personnel[81].

[81]A. G. Beaumont et al., A Model Career and Placement Program, 1978, p. 24.

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3.3.8 Placement in Arab Countries:

In the Arab countries, the high school usually operates according to different specialization, such as art, science, math, commerce, agriculture and industrial studies. The students in the high schools have to decide what specialization interest them. In the school of Algeria, the students are oriented to the different speciality according to their transcripts. The great majority of the students in the Arab coutries select science as their specialization. But because of the limited number of students which may be accepted for specialization in science, the student's academic achivement level is considered very important.

It is doubted whether the guidance counseling program in the Arab countries is able to address the issue of employment [82] outside the school. This issue is not applicable to Algeria, since the limited personnel and technical resources available to the counselor do not permit them to expand their activities in this direction.

Perhaps the most important part of the Arab counselor's job is helping the student and his parents to select a specialization related to the student's real interest. This is because most parents wish their children to be more enrolled in science programs, regardless of the child's interests and capabilities.

Contrary to American procedures, in Arab countries, it is the duty of the school administrators and not the counselors [83]to furnish pupil data to the receiving school when a pupil transfers and to obtain pupil data for new pupils. Although the counselor keeps such data, the proper channel of communication is the principlal.

The last issue, in the Arab model, corresponds almost completely with the American model; the role of the counselor in helping the students and their parents in understanding the procedures for making applications and financial plans for attending educational or training institutions. Counselors in Arab countries are required to give all

[82]V. J. Drapela, Guidance and counseling Around the World, 1979, p. 197-209.
[83] O. Makinde, Fundamental of Guidance and counseling, 1984, p. 97.

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the help necessary in achieving such aims.

Considering the limited resources of developing countries, and that the Arab countries counseling program is relatively new, it would appear that if the counselors are achieving the aims of the placement function of their job, they are at least functioning adequately.

3.3.9 Follow-Up, Research and Evaluation Service:

The measurement of guidance counseling outcomes is very important and it is mostly through follow-up studies of past students and those still in school that one will be able to appraise the effectiveness of the entire guidance program[14]. It is through the follow-up service that the school guidance counseling program maintains systematic contact with students after they have left school. It is recognized that schools continue to have a responsibity for certain aspects of the welfare of individuals after they leave school. Schools are also concerned with the degree of satisfactory adjustment and progress of these individuals as one of the measures of effectiveness of the educative process. Every step of the educative process, needs special attention in determining the effectiveness of certain educational procedures in contributing to the adjustment and progress of the students.

In the high schools of the United States the follow-up, research and evaluation services are operated thusly:

1. Follow-up activities are utilized as long as the school has any responsibility for the welfare of the individual, this includes the time while the individual is enrolled as well as after he/she has left the school.

2. It is considered essential to provide these services to all school attendees (graduates, drop-outs, present students). Certain fact finding and evaluative procedures are employed to make the service more effective.

[14] Ibid, p. 43-44.

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3. Follow-up is also concerned with many aspects of the educational and guidance counseling services of the school, such as remedial instruction, counseling, transitions from one unit of the educational system to another, and placement.

4. Efforts are made to make systematic contacts with all school attendees.

The main purpose of the follow-up survey determines the techniques to be used and procedures to be followed. The main purpose is the nature of information to be requested from former students. The purpose for which the school guidance counseling program operates and conducts follow-up studies, and the direct uses for the data collected are as follows[85]:

a) As a source of counseling information for both career development and placement.

b) As a source of alumni/ae resource persons for speaking, career days, summer jobs, counseling, etc.

c) As a source of feedback information for the faculty and administration for curriculum development.

d) As one more evaluative source on the effectiveness of the career development and placement program.

e) As a source of placement contacts.

Beaumont et al., (1978), believe that the data obtained in the following -up survey of graduating students can be extreemely helpful to undergraduate students who are seeking examples of career paths from their predecessors.

Other common methods employed in obtaining the desired information are:

A. Interviews are conducted through contacting the former students or some other persons who can give the desired information. In some cases interviews are conducted through the use of telephone.

[85]A. G. Beaumont et al., A Model Career Counseling and Placement Program, 1978, p. 30-31.

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B. Questionnaires are used. They are of various types. Regardless of form or extent, they are accompanied by a complete explanation of the purpose. This is done either verbally or orally.

Thus with the aid of the present and past students, teachers, community organizations, agencies-- social and commercial, employers, and other groups, adequate information is elicited, gathered and utilized for the purpose of follow-up services in a well-organized guidance counseling program in every good school system in the United States. Eventhough, every attempt is made to make the guidance counseling program more effective by expanding its services to the students, there is much more to be achieved, according to professionals in the field of guidance counseling services.

3.3.10 Follow-Up in Arab Countries:

Follow-up is a means of maintaining contact with all students, in various educational divisions of the school and with students in vocational training programs or in jobs. These services have a role to play and contributions to make at all educational levels. In Arab countries, the follow-up of students who have withdrawn or graduated from school (in its professional sense) is almost nonexistent[16]. Two factors are responsible for this: 1) a shortage of trained personnel and lack of communication between the guidance counseling staff and those who have withdrawn or graduated from school, and 2) once students have left school, further communication between them and counselors is, for the most part, extremely difficult if not impossible.

3.4 Summary

In this chapter, the researcher has presented a comparison of The American model and its counter model and application in the high school guidance counseling programs in Arab countries.

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[16] V. J. Drapela, Guidance and Counseling Around The World, 1979, p. 207.

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Information on the Arab model has been extracted from publications of ALECSO and Algerian Ministry of Education in addition to other materials. This comparison shows that the two models are, in large part similar in their principals and objectives.

The American model served as a basis for the construction of the Arab Middle East model. More than any country, the United states was a pioneer in the field of guidance counseling. In a very clear sense, The Arab guidance counseling model was transplanted from America, despite cultural differences between or among these nations.

For the time being, The Arab model has accepted the majority of the concepts in the American model. The American concepts which cannot be applied in Arab countries for technical reasons or because of limited resources have been discussed in this chapter, others were discussed in the review of literature, and in the second chapter in the discussion of specific aspects of the models.

However, ALECSO, Ministries of Education, and responsible Departments of Guidance Counseling in the Arab countries are aware of the need for evaluating this new program in order to determine its effectiveness and its ability in fullfiling the needs of the society.

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CHAPTER 4

Guidance and Counseling Across-Cultures

INTRODUCTION

Many of the basic assumptions of guidance and counseling reflect the social, economic, and political context of Western cultures as well as the universal applicability of these assumptions in the non-Western cultures (Pedersen, 1977, 1979). Challenging the universality of Western-based psychology is not to deny psychology's scientific character (Diaz-Guerreo, 1977) but rather to recognize alternative assumptions from other cultural perspectives

Bochner's (1982) studies, for example, in cross-cultural interaction reported some of the specific behaviors which the socially ignorant perform unsatisfactorily. Among these are inadequacies in expressing attitudes, feelings, and emotions; in adopting the appropriate proxemic posture; in understanding the gaze patterns of the people they are interacting with; in carrying out ritualized routine such as greetings, leave-taking, self-disclosure, making or refusing requests; and inadequacies in self-assertion. All of these elements of social interaction have been shown to vary across cultures (Furnham 1979, Hall and Beil- Warner 1978, Leff 1977).

Bochner stated further that people who are new to a culture, and who have been socialized to the rules and routines of behaviors pertaining to society, will therefore, at least initially, be socially unskilled in their new environment. Individuals in this predicament include foreign students, visiting academics, businessmen, and diplomats. Many of these people tend to be highly skilled in the verbal and non-verbal facets of interaction of their own society and find their inadequacy in the new culture particularly frustrating and embarassing. For instance, in coming to the United States, Algerians,

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like other foreigners, suffer from tremendous "culture shock".

Sundberg (1977) in his research evaluating inter-cultural counseling wrote that each culture has its own style of dealing with the problems of individuals and that systematic counseling process is a Western style of coping with such problems. Sue and Sue (1977) believed that counseling contains many Western values, that the cultural perception of Western help-seeking is that it is a white, middle-class activity that differs in values and characteristics from non-Western customs. Because of many sociological and cultural differences between Western and non-Western cultures, Ward (1962) and Kinzie (1978) believed that counseling may not seem, especially to non-Western people, to be a helpful or appropriate process for problem-solving. Alexander, et al., (1976) also wrote that American counselors during the course of therapeutic engagement must not attempt to "Americanize" their international student clients, including non-Western people, or view the western approach to mental health as the only possible way. In addition, Tinloy (1978) wrote that therapeutic relationships that are characterized by verbal, assertive individualists, and directive counselors, embody western values and may not be attractive to many non-Western people. With these value system differences, many American counselors may label their foreign clients as hostile, shy, passive or repressed (Sue and Sue, 1977).

In this regard, among the studies that were made to investigate the efficiency of counseling and guidance in the developing countries, counselors found that some of the American methods were not adequate to counsel and guide students in their societies. For instance in the two studies of Olooye (1974) and Pulleybank (1974) it has been found that the students were shy and were not used to solve their problems and take their own decisions. This makes the method of Rogers based on "Client-Central Approach" not adequate in helping those students because the students expect the counselor to guide them towards what they should do and how to do it more than to

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help them to discover their own abilities (Rogers 1962, Olooye 1974, Pulleybank 1974). According to Federson (1977) cultural sensitivity and awareness, and understanding of client's cultural background (Alexander, et al., 1977) are vital factors in an intercultural counseling relationship.

Taking into consideration the previous studies that showed the inadequacies of using such a system of guidance and counseling of one culture to people from a different culture, we believe that not only will the desired results not be achieved, but there could be some dangerous side effects for using such methods. In the recent history as stated earlier in chapter one; many Arab-Muslim countries adopted and used American guidance and counseling methods in schools, training centers, counseling centers.

The American model of guidance and counseling is well developed in its techniques, well developed in its conceptions and the American counselors are leading in this area. However, blindly adopting the American model as is the case for developing societies, especially the Arabo-Islamic countries, is not adequate. Because of many factors to be mentioned below, the American model alone does not provide the ideal solution.

(1) It is practically and conceptually wrong to adopt a guidance and counseling model of one society to another society which has a different belief, a different way of life, and different morale. Guidance and counseling cannot be applied in isolation from the values of the society (Bingham, 1976). Guidance and counseling applied in the United States, for example, are implemented within the concept of separation of church and state and are divided in two categories:

* religious guidance which is used at home and in the church.

* secular guidance which is used in schools and training centers (Pallove and Lee, 1969).

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But in the Islamic society, religious matters and non-religious matters are dimensions of a single system of worship of God (Allah). Islam is religion and state, it is belief and a way of life, it is worship and behavior, it is faith and social, economical and political system (Ibn Taymiah, 1976, 1983, El-ghazali, 1976). This makes guidance and counseling in the Islamic society for religious and non-religious matters based on Islamic teachings. There is no separation between what is religious and what is non religious since all actions of a human being will be judged by Allah (S.W.T) and man will be rewarded for any good action and punished for any bad action.

(2) Guidance and counseling in the United States is given to individuals or groups who live in a society that believes in personal benefit, personal independence, personal freedom, and indulgence of desires; a society in which women do not carry any special and respectable status, where very little attention is paid to the protection of family ties, respect of marriage, human feelings, and love, and mercy among the individuals. In western society, life is somewhat mechanical and every individual is responsible for himself and has the freedom to do whatever he wants as long as he does not hurt others. This type of society has been criticized by Hamid (1983) who stated:

> "One does not have to look very closely to see that a materialistic, irreligious culture gives rise to all manner of psychological perversions and illness (the breakdown of the family, homesexuality, sexual promiscuity, alcoholism, drug addiction, violence, etc.)"

He further stated that from an Islamic perspective, many societies which are refered to as "developed nations" are immature in terms of their psycholospiritual growth (Hamid, 1983). However, counseling and guidance in an Islamic society are given to individuals or groups living in a society which considers the family life sacred; a society that respects women and urges for mercy, brotherhood and support among people; a society which calls for fear of God, calls for support of the weak, calls for high moral and keeping away from evil and wrong doing. Every individual is responsible to improve

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himself/herself and improve the society in which he/she lives in. Every individual is responsible to remove evil and corruption in him, and around him as much as he can (Zidan, 1975). We notice this in the saying of the Prophet (P.B.U.H.) in which he urged Muslims to care about each other. He said:

> "Whoever does not care about Muslims or Muslim matters, he is not from them (i.e. not one of them)"(Sahih Muslim 1981)

In another saying theProphet of Islam (P.B.U.H.) declared:

> "Whoever sees wrong should stop it by his hands; if he cannot, he should try to stop it by his tongue and if he cannot, he should at least condemn it in his heart and that this is the lowest degree of faith." (Sahih Muslim, 1981)

Every Muslim has the right to do whatever he/she wants and every human soul is responsible for its own deeds. But he does not have the right to indulge openly with evil, disobedience and wrong doing. If he/she does this in secret, that is considered as a matter between him and his Lord. But if he/she does it in public, he/she has to be wisely and nicely advised to abstain . If he/she insists, he/she will be stopped by force. No one has the right to spread evil and corruption in the society because it does not affect only the individual who commits it but affects the whole society. Allah Almighty says in the Holy Qur'an, chapter "Sura" Al-Anfal, v., 25:

> "and fear tumult or oppression, which affecteth not in particular (only) those of you who do wrong: And know that Allah is strict in punishment."(Quran, 1978)

(3)There are many actions that are not allowed in the Islamic society and Muslims are prevented from committing them. On the other hand, these same actions are not condemned, or at least are not concidered illegal or evil in the American society. Among these actions are adultery, homosexuality, usury, alcoholism, gambling, abortion, adoption, fathers denying their children, disrespect to parents, having girl friends, dating, and so on. That is why the view of an American counselor towards these actions differs completely from that of a Muslim counselor.

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(4) Despite the growth of guidance and counseling in the United States during the last two decades, the problems of the youth in and out of the schools, the problems relating to marriage and family-life are increasing in all aspects. This means that guidance and counseling did not succeed to reach its goals even in America. This is proven by the fact that early in the twentieth century there were many calls from sociologists, educators and psychologists in America to:

* guide, counsel, and protect the coming generation from severe problems.

* protect them from working in the early age and help them choose adequate educational and vocational programs which match their ability and help reach self confidence and feeling of accomplishment.

These calls found great acceptance and support in society and the federal government endorsed guidance and counseling programs and supported them financially. There was also the creation of scientific societies for training and guidance. The number of institutions and schools to train counselors went from 1 in 1910 in Boston to 475 institutions in 1980 and the number of counselors reached about 50,000 psychological counselors and about 70,000 educational counselors. Counseling and guidance spread over many areas and was given to many individuals (Shertzel and Stone, 1981). Despite this great advancement in guidance and counseling, the problems of teen-agers, families, marriage... increased substantially in the seventies. The statistics show that the average crime rate increased from 19.1/1000 in 1957 to 37.5/1000 in 1974. Hacker (1983) in his study reported that more than 26,832 Americans committed suicide during the year 1982. Approximately, 10% of the deaths of young men between 15 and 19 years of age were due to suicide, and the percentage increased to 14% for the 20-24 year age group. In 1977 only 1M 200.000 who violated the law appeared in the court and three times of this amount had problems with the police, and one young men/women out of three violated the traffic law and had traffic law cases (Lee and

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Klopfer, 1978). One of the very dangerous problems facing the American society is pregnancy outside marriage among students. Mckenry, et al.(1979) found that 10% of the teenagers were pregnant without marriage and one-thid of the legal abortion was done for the teenagers (Mckenry et al., 1979). Consequently venerial disease spread among teenagers in the high school more in 1974 than in 1956 despite improvement of health practices. Thus the number of venerial cases increased by 100% (Wynne, 1981). Problems of drug and alcohol abuse spread among students in the high schools and universities. The percentage alcohol consumption increased from 52% in 1956, to 73% in 1973 to 87% in 1977. Marijuana smoking among students in the high school increased from 27% in 1975 to 35% in 1977 (National Counsel, 1979; Millmun, et al, 1981; Margolis and Popkin, 1980).

The official reports in 1979 showed an increase in violent acts, aggression and drop outs among students in the high school. The average number of aggressions of students against teachers reached 5000 cases per month. Three-forthf a million cases of running out from school were recorded, around 25% to 30% of students who attended high school quit before graduating (Nation Center, 1974). Furthermore, in discussing Americans' beliefs and values, Johnson (1984) stated that:

> "The typical college student is more interested in getting a good job, joining a fraternity, wearing the right clothes, and driving the right car, than in the meaning of life, social justice, and charitable acts. By the time the students reach their twenties, many have no sense of direction or purpose to their lives. Consequently, they turn to alcohol, drugs, and casual sex to either numb their senses or over whelm themselves with an alternative conscionsness. For a growing number, these false pleasures have lost their potency so in desperation they turn to pervesions that ultimately end in despair or an incessant search for a lost innocence".

All this made social educators, psychologists and counselors in the U.S.A. call for a new look at programs of education and guidance-counseling.

After concluding that the American model for guidance and counseling is not adequate for Muslim societies, the folowing questions arose : What is the adequate

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system of guidance and counseling for the Muslim societies? What is its philosophy? What are its morals?

We believe that the most suitable system of guidance and counseling for the Muslim societies is the Islamic system which is considered part of the Hisbah system in Islam (Morsi and Rashidi, 1985).

Before discusing the Islamic system of guidance and counseling it is more appropriate to present here the Hisbah system which is an old Islamic concept and understand its relationship with the concept of guidance and counseling which is a new concept. Then we present the guidelines for guidance and counseling in Islam and the way it should be practiced in the Muslim societies.

4.1 Hisbah System in Islam

The definition of Hisbah in Islam is ordaining for a good deed that has been forgotten, and forbiding a bad deed that has become public; and conciliation between people. All that is for the sake of Allah, and helping people to get what is beneficial for them physically, psychologically, socially, and protect them from being misguided and harmed. Hisbah in Islam is a moral as well a socio-economic institution. Its raison d'etre lies in the Quranic commands of "al-Amr bi'l Ma'ruf wa-n-nahi 'an al-Munkar", that is, to ordain good and forbid evil. This underscores the need for the state and its different organs (Ibn Taymiya, 1983). Allah Almighty has said in Sura Al-i-Imran, v. 104:

> "Let there arise out of you a band of people inviting to all that is good, enjoining what is right, and forbiding what is wrong: they are the ones to attain felicity."(Quran, 1982)

The ordering in the Hisbah system is acting towards and willing to do the good deed that actually includes any thing that Islam has ordered or asked to be done, either deeds or sayings that serve the individual or the society, and Allah has ordered people to do it either in a form of obligation or in a form of recommendation.

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The forbiding is keeping away from doing or willing to do a bad deed which includes all what Islam has asked to keep away from either actions or sayings that bring distress and hardship to the individual or the society. (Ibn Taymiya, 1976, 1983; Yakun, 1977, 1976; Zidan, 1978; El-Omari, 1980).

This means that ordering for good and forbiding from bad in the Hisbah System is based on conviction, encouragement, and clarification, so the person will realize the benefit of good and the harm of bad, and he/she will develop in himself the willingness of doing good and avoiding bad. Also that will develop in him/her a motivation to do good and inhibit in him/her the motivation not to do bad with clear understanding and strong conviction.

Hisbah is a process of social teaching and learning that is done between a person who is specialized in the matters of ordering good, forbiding bad, and conciliating between people "Muhtasib", and an other person who is seaking Hisbah, or doing an action that this process of Hisbah has to be or might be applied for it. A professional humanistic relationship between the two persons will appear to encourage each other to do good and to be steadfast.

This process of Hisbah is based on kindness, mercy, and satisfaction, not on oppression and humiliation, so the person being taught will develop the will and the motivation to do good and avoid bad: Imam Ahmed related that:

> "A young man came to the Prophet (P.B.U.H.), then said; O, Prophet of Allah, would you permit me to commit adultry?. The people shouted at him, then the prophet said: get him closer then; the youg man got closer until he sat between the hands of the prophet. The prophet then said: would you like it - meaning the adultry - for your mother?. The young man said: no, may Allah make me your savior. The prophet said: the same, people do not like it for their mothers. The prophet then said: would you like it for your daughter?. The youg man said: no, may Allah make me your savior. The prophet then said: the same,people do not like it for their daughters. The prophet then said: would you like it for your sister?. He said no, may Allah make me your savior. The prophet said: the same, people do not like it for their sisters. Then the prophet put his hand on the young man's chest, and said oh Allah,

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> clean his heart, forgive his sin, and protect his modesty, so since then, there was not any thing for which he had more hatred than adultry." (Musned Ahmed, 1979)

The scholars of Islam differed among themselves concerning Hisbah, whether it is an individual obligation or societal obligation. Some of them considered it an individual obligation upon every Muslim male or female, taking as a proof for that what Allah Almighty said in Sura Tawba, v. 71:

> " The believers, men and women, are protectors, one of another: they enjoin what is just, and forbid what is evil: they observe regular prayers, practice regular charity, and obey Allah and His Apostle. On them will Allah pour His mercy: for Allah is exalted in power, Wise." (Quran, 1982)

Also, it is naratted on the authority of Jarir that he observed:

> "I gave pledge of allegience to the Messenger of Allah (P.B.U.H.) on the observance of prayer, payment of Zakat, and sincerity and well-wishing for every Muslim." (Sahih Bokhari, 1979 Sahih Muslim, 1981)

While some other scholars considered it an obligation upon the society, that is if some pepole carried it out then it is no longer an obligation for the rest of the people, but if no body carries out this duty, then those who are capable of doing it are siners. In this case the work of Hisbah is to be done by scholars and knowledgable pepole, because it requires information about what is good and what is bad and the way to order for good and forbid bad. These scholars of the second opinion based their openion on verse 104, from Sura Al-i-Imran Quran:

> " Let there arise out of you a band of pepole inviting to all that is good, enjoying what is right, and forbiding what is wrong: They are the ones to attain felicity ". (Quran, 1982)

Regardless if the Hisbah is an individual or societal obligation, still it is an act of great worship, that brings a lot of goodness to people and prevents them from facing a lot of harm and mischief, and it gives them peace in this life and the hereafter.

The Muslims of the first century of Islamic history, used to practice this obligation of Hisbah by themselves for the benefits that come from it and for the reward

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they get by doing that. After the Islamic nation became so wide, the second Khalif (Omar Ibn Al-Khatab) organized Hisbah to be a very well defined system by itself (Hart, 1985), and considered it as position by itself that people who would do it were to be selected according to specific criteria. So he selected those who had the qualities of muhtasib and gave them the responsibility to guide people and advise them to do good in all areas. Because of that, this system of Hisbah was practiced on rulers, governors, businessmen, workers, farmers, teachers, mosque leaders, parents, youngsters, married people, friends, neighbors.(korshi, 1937; Abu Faris, 1983; Hart, 1985).

This was taking place in homes, mosques, markets, schools, farms or fields, streets, and factories. Any regular person who feels the need for advice would seek the benifit from this system in his/her life or in the hereafter. Also this process of Hisbah was given to anybody who was getting lazy to do good things or trapped in the evil actions that were encouraged by the weaspens of devil, so he/she was doing them even publically.

Other rulers who came after Omar (the second Khalif) followed his footsteps in this matter, and selected the qualified persons to carry out this duty of Hisbah on a full time basis and assigned salaries and positions for them, and considered their position among the highest positions of the state. It is directly related to the public affairs that was directed from the top ruler. Ibn Khaldun said:

> "Hisbah is a religious position to order for good and forbid bad which is an obligation on the ruler that he should carry out."(Ibn Khaldun, 1978)

Among the ways the Hisbah might be practiced are the following:

1. Giving a good advice.
2. Individual soft guidance and counseling.
3. Individual firm guidance and counseling.

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4. Group guidance and counseling.

4.1.1 The relationship between Guidance and Hisbah

Among the modern worldly positions that were under the responsibilities of the one conducting Hisbah in the Muslim World are the following: counselors, educators, professionals, psychologists, behavior observers, and others from those who help people to understand themselves, and guide them to develop their abilities and capacities, and to adjust their behavior and attitudes, and to be realistic, and to encourage them to accept their situation, and to ease for them the means of work, study and production, which helps the individual to be compatible with himself and his surrouding, and to feel his ability and self-esteem, and the happiness of his life.

As it is noticed, these positions (mentioned above), are based on ordering for good that has been forgotten, forbiding bad thathas become public, and conciliation between people according to what became common among people that it is good or evil. These values of good and evil were put in laws, traditions, and constitutions to organize the worldly matters, while the definitions of good and evil according to Allah's religion were forgotten. In this sense they may order for good and forbid evil, but that might not be accepted by Allah's religion because it is not based on it.

Also, it is observed that the goals of the modern specialists of guidance and counseling in the areas of education, profession, psychology, family, and social tend to help people to achieve happiness in this life only, because the psychologists of guidance and counseling consider achieving happiness in this life as the ultimate goal of the human being, and do not give any consideration to Allah's rules in what they preach for or prevent from. All their aim is to a temporary happiness that may go away any time. Allah the Almighty has said in Sura Baqara, v. 200:

> "There are men who say: "Our Lord ! give us (thy bounties) in this world !" But they will have no portion in the Hereafter." (Quran, 1982)

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Also, the aims of the counselors are to help the people to solve their problems and achieve their goals in this life which are noble goals. However, these aims are not pure, they have to be for the sake of Allah and to gain his pleasure. Because they are lacking this chriterion, their work is ineffective. They cannot affect deeply the people seeking guidance. Their guidance is ineffective because it is related to worldly gain like pleasing others, showing off, for the sake of study and research, for more success, and all of these are worldly benefits that may lead the person to practice some immoral practices willingly or unwilingly.

So we may find some noble goals for the modern system of guidance and counseling, but it does not refer to Allah's rules when realizing them. This system fails to achieve happiness in this world and does not please Allah. Because of that the system became empty from the spiritual dimension and the inner psychological life.Its realized benefit is primarily restricted to solving some of children and youth problems.

For these reasons, it is necessary to present new understanding of guidance and counseling, by adding the spiritual dimension that should have as an aim to be happy in this life and hereafter and to please Allah. That can be achieved by introducing the goals of Hisbah to the techniques of the modern guidance and counseling; that we may call the Islamization of guidance and counseling in the Muslim countries.

4.2 Guidance and Counseling in Islam

Guidance and Counseling in Islam is a psychological and sociological process of teaching and learning that occurs in a face-to-face technique between a person specialized in psychology of counseling, called a counselor, and the person to whom guidance and counseling is provided and called a counselee. In this process, techniques and methods are used to help the counselee to solve his/her problems using a direct compatible psychological means[87]. Also this process helps the individual to understand

[87]Morsi and Rashidi, Guidance and Counseling its Philosophy and Morals in

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himself, realize his/her capabilities, know his/her tendencies, face and solve his/her problems realistically. In this action, the counselee is encouraged to accept what Almighty Allah has prescribed to him. Khoj (1985) explained acceptance by the following:

> "acceptance concerns teaching the person to accept and face his limited ability, accept his faults and expands his attributes. If he can successfully attain this, then he can face criticism, accept other's sincere advice..."

This means that the individual is encouraged to be open with others and retain an open mind, accepting what is in agreement with human nature and rejecting what is in conflict with it. Islamic guidance and counseling also enables the counselee to make decisions regarding his/her life in concordance with the Islamic way of life in order to trigger in him the desire for lawful things and the avoidance for unlawful things. The Islamic process of guidance and counseling will lead the counselee to have for himself realistic lawful goals, and use his abilities to benefit himself and the others. That will improve his/her self-esteem and please Allah so he/she will gain satisfaction in this life and in the hereafter.

Islamic guidance and counseling is not by any means what is called religious counseling. The purpose of religious counseling is to self-actualize the individual religiously (Shertzer and Stone, 1981). Meaning to have satisfaction concerning the relationship between him/her and God, and most of the aspects of life are neglected. However, The Islamic concept of religion is a comprehensive understanding to all what concerns the individual and society as a whole. For that reason Islamic guidance and counseling deals with matters that are related to the person seeking guidance in both this life and the hereafter. All activities of the individual are a kind of worship when they are done in concordance with Islamic rules. Seeking knowledge, working, getting married, gaining wealth, owning proprties, visiting, traveling, having fun, taking care of

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[17](cont'd) Muslim Societies, 1985, p.16-17

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parents and relatives, and loving others are all acts of worship when they are conducted according to the Islamic guidelines. The person will be rewarded for that (Nawawi, 1976).

From this Islamic understanding of life, the person should be guided to conduct his/her life Islamically so he/she will be sucessful in this world and the hereafter Allah Almighty said in Sura Qasas, v. 77:

> "But seek, with the (wealth) which God has bestowed on thee, the home of the hereafter, nor forget thy portion in this world: but do thou good, as God has been good to thee, and seek not (Occasions for) mischief in the land: For God loves not those who do mischief." (Quran, 1978)

The aim of guidance and counseling in Islam and Islamic education in general is to teach the individual to live in remembrance of the hereafter but not to neglect the joys of his/her current life. This is not only to prepare the individual for present life, but also to teach him/her respect for the hereafter and how to live his present life to attain the goals necessary in preparation for the next life.

4.2.1 Fields of Action of Guidance and Counseling

Guidance and Counseling In Islam applies to all types of activities of a human being whether it be religious, professional, educational or others. It is provided to individuals regardless of their sex and age.

Notwithstanding the fact that the areas of concern of guidance and counseling are diversified, interrelated and difficult to isolate, we can summarize them into the following clssifications:

1. guidance and counseling in the educational matters.
2. guidance and counseling in the vocational matters.
3. guidance and counseling in the psychological matters.
4. guidance and counseling in the family matters.

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5. guidance and counseling in the business matters.

6. guidance and counseling in the spiritual matters.

7. guidance and counseling in health and physical matters.

8. guidance and counseling in personal matters (including social, emotional, spiritual, and leisure time guidance).

However, it should be noted that some differences of opinion may exist in regard to these classifications and what should be included in the fields of action. Because of the interrelationships of such matters, guidance and counseling are concerned with all the special needs and problems of individuals that logically and justifiably, fall within the realm of the school's responsibilities.

Finally, these classifications are designed to result in maximum achievable efficiency in areas that require that the individual makes proper adjustment in order to help himself to become an effective member of society.

4.2.2 Philosophy of Guidance and Counseling in Islam

The philosophy of guidance and counseling in Islam is based on the fact that the need for religion has its roots in the very nature of a human being. Indeed, Allah created the human being and blessed him with thinking (Najati 1982, Aouda and Morsi 1984). This makes his belief in Almighty Allah, a source of security, of well being and happiness. The lack of faith, on the contrary is a source of stress, worriness and troublesome.

As Hassan El Bana said:

> "Religion is the best mean for the reformation of people because it revives consciousness, and feelings, and alarmes the hearts and leaves a sentinel with every soul that does not sleep. Furthermore, Religion encourages people for good deeds and drives them away from bad deeds and calls them for the purification of their souls."(El Bana, 1977)

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Increasing one's faith is one of the most important factors in the process of guidance and counseling for the emancipation of every person, his/her protection and self-reformation. As Wiliam James said:

> "Faith is the most powerful medicine for the hearts because it gives importance to this life and helps for its enjoyment."

Carl Jung (1963) said:" we cannot find a problem of a human being, where the weakness in faith and lack of concern for religion are not at the roots of it". Furthermore, no one can ever hope to escape from problems or hope to solve them until he/she strenghtens his/her faith and lives according to the orders of God and avoid disobediance(El-Ghazali, 1976).

So, faith and practice in Islam are the basis for having a happy and successful life in this world and the hereafter. According to this understanding, guidance and counseling in Islam have specific characteristics that make it unique when compared to other modern systems of guidance and counseling. Some of this characteristics are related to the Islamic philosophy of guidance and counseling in Islam. What are the charecteristics and principles of the philosophy of guidance and counseling in Islam?

4.2.3 Characteristics of Guidance and Counseling in Islam

In general, guidance and counseling in Islam are comprehensive, balanced, realistic, and continual. Accordingly, it applies to every developmental necessity to promote successful adjustment of the student in his immediate society as well as enabling him to adjust to societies other than the one he/she was raised in. Successful implementation of characteristics of guidance and counseling in Islam enables the student to solve his/her problems and to please his Creator, benefit from his natural surroundings and prove useful to other beings in his environment.

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4.2.3.1 Guidance and Counseling in Islam are Comprehensive:

Comprehensive guidance and counseling deals with each facet of the human personality; with the body, mind and soul. It teaches the student that he/she should not neglect the materialistic needs (of his/her body) to benefit of his/her spiritual needs (of his/her mind and soul) or vice versa. For the purpose of expanding belief in Allah, the student needs to attend to each of these facets of human life in a whole balanced manner. Unfortunately, modern guidance and counseling systems stress the development of materialistic and physical attributes at the expense of the spiritual. If the individual develops the spiritual needs while neglecting material needs, he/she develops a personality which conflicts with his/her own human nature and cannot accept reality. This individual may become so absorbed in his/her religion that he/she neglects his/her material and physical pleasures. This may cause him to regard his/her own sexual needs as sinful and to shun reality as it exists around him. This may cause a conflict between his/her bodily fulfillment and spiritual fulfillment which may result in rebellion. He/she may deny his/her spiritual needs totally to satisfy his/her physical and material needs, or he/she may become so passive that he/she merely exists rather than lives. Islam stresses the importance of a balance between material and spiritual needs. Imam Ali (1980) says:

> "Do for your life as if you will live forever, and do for the hereafter as if you will die for tomorrow."

Therefore, the concept of comprehensive guidance and counseling in Islam does not conflict with the individual's human nature because it is a system that believes in allotting individual time for: work, worship, pleasure, and thought. It agrees with the human nature because of the equal stress placed upon the body, mind and soul.

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4.2.3.2 Guidance and Counseling in Islam are Balanced:

Guidance and Counseling in Islam are balanced because it stress the importance of development of each facet of the individual's life; the development of his/her personality; and fulfillment of spiritual environmentaland material needs in a balanced manner. If each of the forementioned aspects was fulfilled at the account of the other aspects, it will result in a mis-balanced adjustment.

4.2.3.3 Guidance and Counseling in Islam Promote Normal Positive Personality

Guidance and Counseling in Islam promote a healthy positive personality. It considers the human personality as a powerful internal power which must be developed in a manner conducive to production of a useful unit of society. Passivity is not a useful trait and should be discouraged. Over-dominance, however, is not productive to society either. An individual who is abnormally positive can be tyrannical and or egotistical. This is not beneficial to society.

4.2.3.4 Guidance and Counseling in Islam are Realistic

Guidance and Counseling in Islam are realistic. Through the use of the Qur'an as the most important guide and educational tool, Muslim guidance counselors aim to prepare the realistic individual who knows his/her abilities and can deal with them, but at the same time tries to respect and accept Allah's gifts. For example, if the individual is poor, he/she should be willing to work hard, should refrain from illegal means of acquiring things, and should accept his/her will as that of Allah. He/she must accept reality as it is and make the best of what he/she is and has to the maximum of his/her ability.

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4.2.3.5 Guidance and Counseling in Islam are flexible

Guidance and counseling in Islam are absolute but not rigid. For example, the Qur'an tells us what we can and cannot do to be successful in pleasing Allah. It allows us, however, the freedom to make out of ourselves what we feel comfortable with. If what we do is wrong, we must answer to allah in regards to it. Allah knows more about us than we know about ourselves.

The Qur'an is not a textbook of guidance and counseling, but rather a guidebook that identifies the desirable for all aspects of the human personality. It is to be read in conjunction with the Sunna (The Prophet Muhammad's way of explaining the Qur'an in his own way) reminds the human being of his/her relationship to other beings (whether past or present or future) and of his/her relationship to Allah.

4.2.4 Principles of Guidance and counseling in Islam

Guidance and Counseling in Islam derives its principles and postulates from Islamic Jurisprudence. Some of the most important principles are the following:

4.2.4.1 Giving advice:

Giving advice is a pillar of Islam; it is narrated on the authority of Tamim ad-Dari that the Apostle of Allah (P.B.U.H.) observed:

> "Al-din (Religion) is a name of sincerity and well-wishing. Upon this we said: For Whom? He replied: For Allah, His Book, His Messenger and for the leaders and the general Muslims." (Sahih Muslim, 1981)

4.2.4.2 The best deeds:

Guidance and counseling in Islam is among the best deeds "in Allah's sight". For it is of benefit to people. It helps them to address and solve their problems and to achieve their goals in this life. the prophet of Islam (P.B.U.H.)

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said:

> "The most beloved deeds to Almighty Allah are: happiness you bring in a Muslim life, relief from a problem, a payment of his debts or the satisfaction of his hunger... Going with a Muslim brother to help him in his needs is better for me than to medidate in seclusion in the Mosque for a month... Whoever walks with his Muslim brother for the fulfilment of his needs until he reaches his objectives Almighty Allah will make his feet firm on the day when people's feet will be loose." (Sahih Muslim, 1981)

4.2.5 The aim of guidance and counseling:

Guidance and counseling are a service offered for Allah's sake and pleasure. It strenghtens the soul, humbleness and kindness. It also avoids seeking people's pleasure, pride and superiority. There is no difference between the counselor and the counselee. Both participate in the process of counseling, apply the order of Allah and seek Allah's pleasure. Almighty Allah says in Sura Hajj, v. 41:

> "(They are) those who, if We establish them in the land, establish regular prayer and give regular charity, enjoin the right and forbid wrong: With Allah rests the end (and decision) of (all) affairs." (Quran, 1978)

4.2.5.1 Guidance and counseling for all:

The services offered in guidance and counseling are of paramount importance to rulers in Muslim societies. The appointment of counselors in schools, factories, educational centers and in all the places where there is a need for their services is not only a duty for social or educational improvement but is before all a religious order and a duty upon whomever is in charge of the Muslims and their fate. He will be rewarded for establishing it and blamed for not providing it (Ibn Taymia, 1983; Zidan, 1975).

4.2.5.2 Who is responsible:

Every mature, mentally healthy person is responsible for his/her acts: Almighty Allah says in Sura Muddaththir, v. 38:

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"Every soul will be (held) in pledge for its deeds." (Quran, 1978)

His Almighty Allah says also in Sura Fatir, v. 18:

"Nor can a bearer of burdens bear another's burden."(Quran, 1978)

4.2.6 The objective of guidance and counseling:

The objective of counseling is the emancipation of the individual towards wanting what is of benefit to him and learning what is harmful. This occurs by the process of clarification of values, self conviction and by helping the person to make decisions within Allah's rules .

4.2.6.1 Achieving welfare and avoiding problems:

The objective of guidance and counseling is offering help to achieve welfare and avoid problems. It aims at establishing Allah's rules on earth and removing badness from it. It aims also at preventing badness and curing ill doers (El-Omari, 1980; Ibn Taymiya, 1976, 1983).

4.2.6.2 The duty of seeking guidance and counseling:

Asking and seeking for guidance and counseling is a duty upon every Muslim. He/she should realize the need for it in every corner of his/her life wether it is spiritual or materialistic. Almighty Allah says in Sura Nahl, v. 43:

"If ye realise this not, ask of those who possess the message." (Quran, 1978)

4.2.6.3 The duty of providing guidance and counseling:

Providing guidance and counseling is a duty upon every person specialized in psychology of counseling. Who has been appointed officialy in that position in every field. He/she will be rewarded for doing it and blamed for not doing it.

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4.2.6.4 Providing guidance and counseling willingly:

Providing guidance and counseling voluntarily is a duty upon a person able to do it. He/she will be rewarded for providing it and not blamed for not offering it (Ibn Taymiya 1983, Zidan 1975).

4.2.6.5 The counselor self-denial:

The Muslim counselor provides advice according to Islamic rules and regulations even if he has to go against his will and desires. He/she also forbids what religion has forbidden even if this goes against his/her wishes and desires. Almighty Allah says in Sura Baqara, v. 216:

> "But it is possible that ye dislike a thing which is good for you, and that ye love a thing which is bad for you. But Allah knoweth, and ye know not." (Quran, 1978)

4.2.6.6 Freedom of making decisions:

The person is free to make decisions by himself. To choose what suits him/her from what Allah has made lawful, and he/ she and is free to sin secretly and his/her matter is up to Almighty Allah.

4.2.6.7 The limits of personal freedom:

Nobody is free to sin or to do evil openly. This is because it harms others directly or indirectly and helps spread evil doing and wreckedness to destroy the society. The responsibility to protect the society from evil doing and wreckedness is individual and social. The prophet of Islam (P.B.U.H) said:

> "The case of those observe the limits set by Allah and those who are careless about them is like passengers on a ship who cast lots to determine who should occupy the upper deck and who should be on the lower deck and disposed of themselves accordingly. Those who were on the lower deck passed through those of the upperdeck: If we were to bore ahole through our part, we would not then have to trouble you. Now, if the occupants of the upper deck were to leave the others to carry out their design they would all perish together; but if they were to stop them from carrying it out they

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would all be saved." (Sahih Bokhari, 1979)

4.2.6.8 Guidance and counseling commitments:

Commitment to the safeguard of principles of the Islamic social system. The counselor invites towards practicing Islamic behavior, encourages the strenghtening of family ties, calls for the protection of women and clarifies the responsibility of the individual in the emancipation of the society and its reformation.

4.2.7 Attributes Required in The profession of Guidance and Counseling in Islam

Being specialized in guidance and counseling is a necessity but not sufficient condition for the accomplishment of this cause. Attributes and qualities are required from the person who intends to provide guidance and counseling. In order to increase the effect of counseling and augment the chances of success. A person could be knowledgeable in the science of guidance and counseling practices, but may not be able to practice it in the every day life. He/she may make people run away from him/her and he/she may impose on them a burden they could not bear and consequently they will loose the benefit of advice and counseling. Islam forbids harshness and rigidity and calls for gentleness and kindness and wisdom in providing guidance and counseling.

A counselor may be knowledgeable and capable in practice. However, he/she may look at guidance and counseling from an angle that satisfies his/her own wishes and desires. Consequently, he/she may abuse people and use this profession for the accomplishment of his/her own worldly needs even if he may order evils and forbid good. He/she would foster misguidance to himself and to others. (Morsi, 1983).

Therefore, it is acknowledged that good attributes and qualities in this profession in order to please Allah, give a better status to it and distinguish between a good

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counselor and a bad one who calls for harmful actions. These attributes and qualities can be summarized as follows:

a. Scientific and technical specialization.

b. Self readiness.

c. Commitmment towards good manners.

4.2.7.1 a. Scientific and technical specialization:

Specialization in science and technique implies knowledge in the sciences of counseling and its techniques and expertise in its practice in the every day life. It is not enough to know theoretically the science of guidance and counseling. The budding professional is required to have a knowledge of the practical aspect and effect of guidance and counseling in real life. The generalist in guidance and counseling must have a university level of education and must be well versed in many fields of psychology, sociology, education, Islamic jurisprudence. He/she must have some practical training during his/her education and after graduation. He/she must also be aware of the state of the art of the techniques used in guidance and counseling.

As for the specialist in guidance and counseling, he/she must have all the knowledge and experience of the generalist and in addition he/she must be specialized in more than one field of psychology, sociology, education and Islamic jurisprudence.

4.2.7.2 b. Self Readiness:

In order to be able to specialize in guidance and counseling, learn its science and practice it according to the values of the Islamic society, the candidate must possess certain qualities. The first of these attributes is to behave totally according to Islamic teachings and to aspire for Islamic behavior. He must also be

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knowledgeable in Islamic Jurisprudence and in other fields of science. He/she must know Allah's orders in what he is counseling for. In addition, the counselor conducts his/her works, relationships and goals in different counseling setting on the basis of Islamic rules and regulations. He/she must accept Allah's rules upon people's deeds without trespassing his/her limits in counseling. (Abu Fares, 1983; Ibn Taymia, 1976; Zidan, 1975; Ibn Taymiya, 1983; El omari, 1980).

The Muslim counselor shares the same characteristics as other non Muslim counselors in moral and psychological attributes. Research done in the U.S about the attributes of counselors in the fields of education, psychology and professional matters, lead to the conclusion that certains personal attributes (mental, emotional, dynamical, physical and social) are closely related to the success of counselors in the process of counseling. As a consequence various association of guidance and counseling in the United States (APA, APGA, NVGA, ASCA) encourage all those who have these characteristics to specialize in counseling while disccuraging the others who do not have them.

Among these attributes are intelligence, feeling responsible, accepting frustration (ihbat), emotionally mature, good background, easiness in establishing personal contact with others, love for others, patience and forbearance, keenness, self-confidence, good manners, loving to work with people, being mindful about them and interact with them, thrust people and recognizing one's short comings (Arbuckle, 1962; Schwebel, 1962; Shertzer and Stone, 1981).

Referring to the characteristics of the successful Muhtasib (The one who carries out the duty of Hisbah in Islam), we notice that they had preceded the researches done in the U.S in identify those attributes and that they had also done the same invitation for the selection of potential successful counselors before the establishment of the American Association of Guidance and Counseling.

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Among the peculiarities they had agreed upon are: knowledge and awareness, thrust and fearness of Allah, keenness in remarks, kindness, forbearance and gentleness, good manners and justice, loving to work with people, caring about their matters and interests, bearing their bad conduct, accepting their faults, having good intention about them, humbleness, knowing one's weaknesses and defaults, being devoted to Allah by voluntary good deeds and adhering to the traditions of the Prophet (PBUH), concordance of his/her actions with his/her sayings, so he/she will be thrustworthy and gain esteem and respect among people (Ibn Taymiya, 1976, 1983; Zidan, 1975; Abu Fares, 1983).

4.2.7.3 c. Commitment to the requirement of the discipline:

It is considered as a factor in the succes of the process of counseling and guidance. It means existing conditions of specialization and self readiness. Also the moral values determine the person who is able to give counseling and the circomstances that should be taken in consideration when going through the process of counseling, e.i. who give counseling, why, time, place and how.

The ethics of the profession of guidance and counseling in Islam are extracted fom the values and ethics of the system of Hisbah in Islam. Guidance and counseling as we mentioned earlier is a branch of this system.

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CHAPTER 5

METHODOLOGY

This is a descriptive survey study of the different attitudes of Algerian students, teachers, and principals toward guidance and counseling.

This section describes the procedures used in conducting the research for the study. The description of the preliminary preparations, subject selection, and procedures are presented, with selection and design of questionaires, personal demographic data form, student communication data form, and finally the analysis of the data.

5.1 Location:

The setting for this study was the metropolitan area of the great Algiers. Academic high schools, vocational high schools, fundamental schools, and general schools with a combined full-time enrollment of 12000 students, during the second semester of the academic year, 1985/ 1986, were selected for this study.

5.2 Subject Selection and Sample Size:

The population studied was secondary school, fundamental school, and high school students, both boys and girls, in Algiers metropolitan area. The total number of the population was 360 students (including 158 boys, and 202 girls, 50 teachers, and 25 principals). The students were classified into three fields; academic, vocational, fundamental and general. All were enrolled at Algiers metropolitan area schools during the year 1985-1986. Participating institutions were: Ibn Khaldoun high school, El-Arkem El Makhzoumi high school, Okba high school, El Kharouba Technic high school, Ali Amar fundamental school, Rais Hamidou Fundamental school, and Ibn Khaldoun middle school.

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Table 5.1

School Participants

Schools	Frequency	Percentage
Ali Amar F.	40	11.1
Ibn Khaldoun G.	44	12.2
El Arkem El M. H.	44	12.2
Ibn Khaldoun H.	69	19.2
El Kharouba T. H.	64	17.8
Okba H.	57	15.8
Rais Hamidou F.	42	11.7
Total	360	100.0

In total, 510 questionaires (400 for students, 80 for teachers, and 30 for principals) were given personally by the investigator or his assistant to the students, teachers, and principals at each institution.

Three hundred and eighty three (383) students returned the questionaires, a return of 95.75%. Twenty seven subjects failed to provide important informations necessary for the study (i. e. , state, sex, field of study, and age) and therefore were excluded from the study. The resulting sample totalled three hundred and sixty (360) students. Of these, there were 43.9% boys and 56.1% girls (see table 2), representing 18 of the 47 Wilayats (States). Thus, the return rate for usable students questionaires was 94 percent.

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Table 5.2

Gender of Respondents

Sex	Frequency	Percentage
Female	202	56.1
Male	158	43.9
Total	360	100.0

To give some information about the representativeness of the sample for the Algerian youth, the consistency, and the correctness of the responses, the following information reveals the degree that the sample of the study represents the Algerian students in the metropolitan area of the great Algiers and from other socio-economic indicators.

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5.3 Age of Respondents:

The data in table 3 reveals the age of the respondents. The majority of the sample, 75.3%, were between 18 and 22 years of age, and 24.7% were between 17 and 14 years of age.

The age distribution is close to normal distribution of Algerian youth, which indicates that the sample is representative for youth age.

Table 5.3

Age of Respondents

Age	Frequency	Percentage
14	15	4.2
15	48	13.3
16	36	10.0
17	32	8.9
18	48	13.3
19	94	26.1
20	77	21.4
21	9	2.5
22	1	.3
Total	360	100.0

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5.4 Respondents' Place of Origin:

Table 5.4 reveals that the majority (85.3%) of the respondents are from the metropolitan of the great Algiers (Bologhine, Bab el oued, Hussein day, El kharouba, Rais hamidou, Sidi m'hamed, Saida el ifrikia, etc..). Other respondents are from different states in Algeria with a total of 14.7% as shown in table 5.4.

The Algiers metropolitan respondents make up 85.3 percent of the sample because of the following reasons: 1. the data was collected in Algiers metrolpolitan. 2. due to the intensive migration to the capital (Algiers) from different rural areas, the government took some measures (1984 compaign) to solve the problems resulting from this situation. One of these measures was to move back all those families who migrated lately to Algiers. As a result of that, most of the students were originally from the Algiers metropolitan area. Table 5.4 shows that the sample represents different states which enhances the validity of the different attitudes and values tapped in the study.

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Table 5.4

Respondents' State of Origin

State of Origin	Frequency	Percentage
Algiers Met.	307	85.3
Azazga	1	.3
Bedjaia	7	1.9
Blida	2	.6
Boudouaou	5	1.4
Bordj B.	1	.3
Biskra	1	.3
El Oued	1	.3
Jijel	2	.6
Jelfa	1	.3
Medea	2	.6
Miliana	2	.6
msila	2	.6
setif	4	1.1
Tebesa	4	1.1
Tipaza	3	.8
Tiaret	2	.6
Tizi Ouzou	13	3.6
Total	360	100.0

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5.5 Respondents' Family Income:

The personal demographic data form contained an item that enabled the respondent to assess his family income. It is significant to note that in table 5.5 the "about Average" family income is eight thousand U.S. dollars/year. The latter accounts for 68.1 percent of the respondents. A total of 11.9 percent of the respondents classified themselves as being "Above Average" in family income, and 13.3 percent as being in the "Below Average" income category. The family income distribution follows a normal distribution which suggests that the sample is randomly selected from Algerian students population.

Table 5.5

Respondents' Family Income

Family Income Level	Frequency	Percentage
Above Average	43	11.9
About Average	245	68.1
Below Average	48	13.3
Missing	24	6.7
Total	360	100.0

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5.6 Respondents'Achievement Level:

Table 5.6 reveals the achievement level of the respondents. It shows that 1.9 percent of the student were having "Felicitations" and 5.3 percent of them were having "Encouragements". 68.1% percent of the students were having "Neutre". 3.6 percent of the students were having "Avertissement", whereas .8 percent of the students were having "Blame".

Table 5.6

Respondents' Achievement Level

Achievement Level	Frequency	Percentage
Avertissement	13	5.3
Blame	3	.8
Encouragement	19	5.3
Felicitation	7	1.9
Neutre	245	68.1
Tableau H.	54	15.0
Missing	19	5.3
Total	360	100.0

For purpose of simplification, students are divided to three categories according to their level of achievements: with award, without award (neuter), and warning. This also will be considered in the analsis of the data.

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5.7 Respondents' Field of Study:

The information in table 5.7 provides a summary of the respondents'field of study. Table 8 indicate that 10.6 percent of the student were in literary field. 20.8 percent of the student were in scientific field. 13.3 percent of the students were in mathmatical field. 2.5 percent of the students were in technical economy field. 5.8 percent of the students were in chemistry field. 11.9 percent of the students were in accounting field. A total of 44.7 percent represents the Academic students' Education and 20.2 percent presents the Vocational students' Education. Also table 5.7 indicates Fundamental Schools'Education having a higher percentage than the General Secondary Schools' Education.

Table 5.7

Respondents' Field of Study

field of Study	Frequency	Percentage
accounting	43	11.9
economie	9	2.5
fundamental	68	18.9
general	58	16.1
chemistry	21	5.8
literary	38	10.6
mathematic	48	13.3
science	75	20.8
Total	360	100.0

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5.8 Teachers and Principals Variable Distribution

Taking a look at Table 5.8 where the teachers and principals variable distribution is listed. One may conclude that:

1) According to the sample presented in the table there are less female principals than male principals (15% to 85%). This observation is general due to the social attitude that people used to have by not sending their daughters to schools. Moreover, the position of principal is more likely to be given to a man rather than a woman, compared to other positions like teaching.

2) The percentage of male teachers is still higher than female teachers, but there is much less difference between the two groups of teachers than the two groups of principals (65% to 35%).

3) When taking age into consideration, it is clear to notice that no principals are in the range of 21 to 30 years of age while the majority of teachers (66.7%) are in that age group. Most of the principals are in the age group of 31 to 50. Less teachers are in the age group 31 to 40, even fewer are in the age group 41 to 50. No teachers are in the age group of 51 to 60.

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Table 5.8

Teachers and Principals Variables' Distribution

Groups		Principals		Teachers	
Cases		20		60	
Variables		Frequency	%	Frequency	%
Gen.	M	17	85.0	39	65.0
	F	3	15.0	21	35.0
Sch.*	F	6	30.0	19	31.7
	H	14	70.0	41	68.3
Age	21-30	-	-	40	66.7
	31-40	8	40.0	16	26.6
	41-50	9	45.0	4	6.7
	51-60	3	15.0	-	-
Mar. S.#	M	19	95.0	33	55.0
	S	1	5.0	27	45.0
Years of Experience:					
	1-10	1	5.0	52	86.7
	11-20	12	60.0	7	11.6
	21-30	7	35.0	1	1.7
Background:					
	B.S.	17	85.0	40	66.7
	A.S.	3	15.0	15	25.0
	Other	-	-	5	8.3

* School (Fundamental, High)
\# Marital Status (Married, Single)

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The above results could be due to the high number of children at school lately where a great number of teachers was needed, and a great number of them was trained and newly graduated.

4) As far as the variable of marital status is concerned Table 6.9 shows clearly that 95% of the principals are married, probably that is related to the age factor since all the principals are over 30 years of age. Majority of the teachers are married. Again that could be related to the age factor since the majority of the teachers are in the age group of 21 to 30.

5) The majority of teachers have somewhere between 1 to 10 years of experience (86.7%) while the majority of principals have somewhere between 11 to 20 years of experience (60%), also 35% of the principals have between 21 to 30 years of experience while there is only 1.7% of the teachers have that amount of experience.

6) When the principals and teachers under investigation were asked about their educational background, it was found that the majority of both the principals (85%) and the teachers (66.7%) have a B.S degree while only 15% of the principals and 25% of the teachers have an Associate Degree which is equal to two years of college. None of the principals had any other kinds of qualifications, while 8.3% of the teachers held their positions because of other considerations like years of experience and other qualifications.

5.9 Definition of Terms:

For the purpose of assuring standardized terminology throughout the study, and for the purpose of conceptual clarity and research operation necessities, basic terms are identified by the following definitions:

1. "Attitude" refers to an enduring system of particular beliefs, feelings, and response tendencies concerning an object, in this instance guidance and counseling. The oral or written expression of an attitude is what we call an opinion. An opinion

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symbolizes an attitude.

2. "Vocational education" refers to the education programs in the industrial, technical, economic, accounting, chemistry fields. They all are as high schools, accepting students who possessed the three year general secondary school certificate, or the nine year fundamental school certificate, and offering them a three year course of study.

3. "Academic education" refers to the education programs neutral, and warning, in the education fields that include literary, scientific, and mathematical studies.

4. "Fundamental school" refers to the new reformed education programs in Algeria. It is a comprehensive school superseding the present primary and middle school and offers a nine-year curricula. Fundamental school is conceived to fulfil the ideals of the Algerian revolution and to serve its social and economic needs, reinforcement of the teaching of the national language, Arabo-Islamic values, and the consolidation of revolutionary and political awareness. The program provides polytechnical education, that forges a balance between science and action.

5.10 Research Procedures:

5.10.1 Permission of Minister of Education in Algeria:

Following the development of questionaires , the researcher applied to the Minister of Education to get permission from the Ministry to do this study in educational institutions in Algeria.

The Miniter approved the application and referred it to the Director of Formation in the Ministry of Education, and asking permission to do the study in Algerian educational institutions. A copy of this permission is in Appendix A.

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5.10.2 Permission of Director of Education in Algiers Metropolitan:

The researcher also applied to the Director of Education in Algiers to get his recommendation and permission for the study to be conducted in the educational institutions of Algiers metropolitan. The Director also approved the application and referred it to the sub-Director of Educational Organization (DEO) asking him to help the researcher and prvide available facilities to perform the study. The sub-DEO preserved a copy of each questionaire in his office and issued a general letter for the principals and teachers of schools that were selected for the purpose of this study. All principals and teachers of the selected high and fundamental schools cooperated with the researcher, offering him appropriate facilities and support. A copy of this permission is in Appendix B.

5.11 Selection and Design of Questionnaires:

The selected and designed instruments were one of the many instruments that could ascertain the problem expressed by the students. The instruments chosen for this study uncover the students' problems clearly in such a way that might help the Ministry of Education in Algeria to plan and establish an effective guidance and counseling program which might better which might better meet the students' needs. The instruments were used to evaluate the differential attitudes of Algerian students toward seeking guidance counseling. The first two instruments listed below were designed for the students and the third instrument was designed for the teachers and the principals. The instruments selected and designed for this purpose are:

1). Attitudes Toward Seeking Psychological Help (ATSPH) Scale:

The questionnaire developed by Fisher and Turner (1970) to assess the secondary school students attitudes toward psychological help in the United States was found to be excellent instrument for use in Algeria. The selection was based on the fact that such a questionnaire was proved to be valid in previous stadies. The researcher

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was aware of the fact that such an instrument should be selectively adapted to fit new circumstances so that it might yield accurate results to accomplish the purpose of this study. The instrument was modified in order to allow for the assessment of the attitude, perception and understanding of the Algerian students toward guidance and counseling. Some items were removed because they were irrelevent to the guidance and counseling practices in Algeria. Those items related to the tolerance of stigma associated with psychological help, confidence in mental health were also eliminated since no such mental health practices were yet developed in Algeria. Items regarding attitudes toward the school orientation program, personal need for academic and vocational information, and the cultural awareness were added to questionnaire. Some supplementary explanations were added to this instrument and to the one designed for the teachers and principals, to help the three samples understand the items.

The questionnaire is divided into six factors as follows:

1. Recognition of personal need for professional help (8 items).
2. Acceptance of orientation program (5 items).
3. Interpersonnal openness regarding one's problems (7 items).
4. Confidence in guidance counselor (5 items).
5. Recognition for personnal need for information (4 items).
6. Cultural awareness (5 items).

In their original study, Fischer and Turner used 29 items and a 0-3 scale with scores ranging from 0-87. In the present study, 34 items are used and a 3-0 scale with reverse scoring, a high score represented a positive attitude toward help-seeking (for a copy of questionnaire see appendix I).

The Fisher and Turner instrument was standardised on American students (492 males and females) of different ages, backgrounds, and institutional affiliation. The internal reliability was computed to be .86 and .83 for two separate sub samples.

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2). The Student Motivation Scale:

For the purpose of gathering further information, a two factor scale and 9 open-ended questions (the student's "interaction" communication data form) were designed by the investigator. Subjects responded on this instrument to each item (10 items) on a 5-point Likert scale indicating the extent to wich they personally agreed or disagreed with each item.

The questionnaire is divided into two categories. The first part includes two factors dealing with motivation of students towards guidance and counseling. These two factors are:

7. Resistance to seeking help (4 items).

8. Willingness to seeking help from any source (6 items).

The second part is the student communication data form (9 items).

3). The Hill and Nitzschke (1960) Questionnaire Assessing the Faculty and Students' Attitudes Toward the Counseling Programs in the United States:

The researcher found that this questionnaire is an excellent instrument for the purpose of this study. The selection was based on the fact that the qestionnaire, as a result of being widely researched, was proved to be valid. This instrument was adapted and administred in Jordan by Khatib (1975). This fact made the adaptation of this instrument even more appropriate. The same instrument was modified in order to allow for the assessment of the attitude, perception and understanding of the teachers and principals. Items concerning factor 3 and 5 (in the original instrument) and some other items were removed because they were irrelevant to the guidance and counseling practices in Algeria. Some explanations were added to this instrument to help the two samples to understand completely all items. The questionnaire was in three parts, each part contains one factor. The three following factors were measured in the present istrument:

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Factor 1, dealt with the help recieved by the students (6 items). The items in this part could be answered by "yes" or "no" or "not sure".

Factor 2, dealt with the school counselor assistance (6 items), using a 0-3 scale.

Factor 3, dealt with the type of help the students received from the school guidance counselor (8 items), using 0-3 scale.

4). Translation Equivalance:

In order to have a valid equivalent translation for the questionnaires, Werner and Campbells' (1970) procedure was used in translating the questionnaires from the English language to the Arabic language. The questionnaires were translated from the original language (English) to the other language (Arabic) and they were then translated back from the Arabic to the English to see what differences and corrections had to be made. Finally, the Arabic translation was of the questionnaire was given to another bilingual person (in Algiers University) to be translated back to English. The two copies were compared, and the necessary corrections were made to insure equivalence between the two copies.

5.12 Procedures:

All of the participants received a one-page letter of introduction in which the researcher requested the participation of the subjects and assured them that participation was voluntary, anonymous, and confidential. A nine-page (8 items) personal data form and (34 items) guidance and counseling attitudes' scale, (10 items) student motivation scale, finally (9 items) Student's Interraction data form (see copies in appendix I, II, III) were included.

Before conducting the study, two meetings were held. The first one was held to inform participants about the objective of the study. The second one was with the sub-Director of the Institute of Psychology at Algiers University. On the basis of interviews with the students and suggestions from the Sub-Director of the Institute of

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Psychology and his collaborator, the development and translation of the questionnaires were finalized.

Participants were asked to complete the questionnaires and give them back to the researcher or his assistant. It was estimated that participants would be able to complete the questionaires in 35 minutes or less.

5.13 The Pilot Test

The researcher randomly selected three schools, from which (50) fifty students were selected randomly from different classes to take pre-test in order to ascertain the adequacy of the instrument for the local requirements and the required examination time. The students checked all the 39 items. The selected schools were: academic, vocational, general and fundamental. The selected classes were 25 percent boys and 26 percent girls from the different field of study. The researcher recorded the oral comments and the inquiries of the students during the pre-test. Accordingly, the two questionaires were finalized taking into account all the commments and inquiries of the students on one hand and the suggestions of the Institute of Psychology at Algiers University on the other hand. Thus, the number of items were increased from 39 to 44 items in the two questionaires, omitting the nondiscerning ones and adding the discerning ones as determined earlier.

5.14 Reliability

A reliability test was done by administering the final form of the instruments to another randomly selected classes of 24% boy and 26% girl students. Different classes were selected randomly from Academic, Vocational, General and Fundamental Education.

After two weeks, the same test was readministered to the same sample of students. According to Harman (1978)

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"Stability over time is most often expressed as correlation coefficient between scores on two administrations of the same test".

The following tables show the stability of the students' responses (in the two questionnaires) after two weeks expressed by high correlation coefficients between their total scores and their means on the two administrations of the same questionnaires.

Correlation coefficient between total scores of male students and between the means of their scores on the two administrations was .939 for Q#1 and .956 for Q#2 (Table 5.10). On the other hand, correlation coefficient between the total scores of female students and between the means of their scores on the two administrations was .957 for Q#1 and .972 for Q#2 (Table 5.11). Accordingly, correlation coefficient between the total scores of all students, both boys and girls, and between the means of the scores on the two administrations was .983 for Q#1 and .984 for Q#2.

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Table 5.9

The total Scores of The Students on The Two Administrations

MALE				FEMALE			
1st Admin.		2nd Admin.		1st Admin.		2nd Admin.	
Qs#1	Qs#2	Qs#1	Qs#2	Qs#1	Qs#2	Qs#1	Qs#2
65	27	68	25	78	23	78	21
47	12	52	13	74	19	72	23
56	26	58	24	60	20	61	20
73	26	74	26	46	18	49	19
60	23	61	24	66	18	63	19
58	26	60	26	73	25	75	25
60	23	61	24	69	16	68	18
50	17	52	19	62	23	63	21
51	22	52	23	58	17	60	14
68	23	66	22	76	28	76	30
56	20	56	18	42	20	45	20
67	21	68	22	72	22	72	24
60	18	63	18	75	24	75	25
51	23	53	23	83	27	81	30
51	20	52	18	67	16	68	18
62	14	64	14	71	22	72	23
73	24	74	24	75	23	78	25
60	27	60	26	67	24	68	22
77	19	77	19	58	06	58	10
62	21	63	21	75	19	77	19
58	29	61	30	66	23	68	22
62	15	66	14	62	17	62	14
				80	21	60	20
				50	16	52	18
				66	25	68	25
				76	26	78	25
				74	26	76	23
				68	19	68	18

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Table 5.10

The Means of The Student's Scores on The Two Administrations

MALE				FEMALE			
1st Admin.		2nd Admin.		1st Admin.		2nd Admin.	
Qs#1	Qs#2	Qs#1	Qs#2	Qs#1	Qs#2	Qs#1	Qs#2
1.9117	2.7000	2.0000	2.5000	2.2941	2.3000	2.2941	2.1000
1.3823	1.2000	1.5294	1.3000	2.1764	1.9000	2.1176	2.3000
1.6470	2.6000	1.7058	2.4000	1.7647	2.0000	1.7941	2.0000
2.1470	2.6000	2.1764	2.6000	1.3529	1.8000	1.4411	1.9000
1.7647	2.3000	1.7941	2.4000	1.9411	1.8000	1.8529	1.9000
1.7058	2.6000	1.7647	2.6000	2.1470	2.5000	2.2058	2.5000
1.7547	2.3000	1.7941	2.4000	2.0294	1.6000	2.0000	1.8000
1.4705	1.7000	1.5294	1.9000	1.8235	2.3000	1.8529	2.1000
1.5000	2.2000	1.5294	2.3000	1.7058	1.7000	1.7647	1.4000
2.0000	2.3000	1.9411	2.2000	2.2352	2.8000	2.2352	3.0000
1.6470	2.0000	1.6470	1.8000	1.2353	2.0000	1.3235	2.0000
1.9705	2.1000	2.0000	2.2000	2.1176	2.2000	2.1176	2.4000
1.7647	1.8000	1.8529	1.8000	2.2058	2.4000	2.2058	2.5000
1.5000	2.3000	1.5588	2.3000	2.4411	2.7000	2.3823	3.0000
1.5000	2.0000	1.5294	1.8000	1.9705	1.6000	2.0000	1.8000
1.8235	1.4000	1.8823	1.4000	2.0882	2.2000	2.1176	2.3000
2.1470	2.4000	2.1764	2.4000	2.2058	2.3000	2.2941	2.5000
1.7647	2.7000	1.7647	2.6000	1.9706	2.4000	2.0000	2.2000
2.2647	1.9000	2.2647	1.9000	1.7058	0.6000	1.7058	1.0000
1.8235	2.1000	1.8529	2.1000	2.2058	1.9000	2.2647	1.9000
1.7058	2.9000	1.7941	3.0000	1.9411	2.3000	2.0000	2.2000
1.8235	1.5000	1.9411	1.4000	1.2350	1.7000	1.8235	1.4000
				2.3529	2.1000	2.3529	2.0000
				1.4705	1.6000	1.5294	1.8000
				1.9411	2.5000	2.0000	2.5000
				2.2352	2.6000	2.2941	2.5000
				2.1764	2.6000	2.2352	2.3000
				2.0000	1.9000	2.0000	1.8000

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these high correlation coefficients expressed the stability and hence reliability of the instruments. Thus, the student questionnaires could be used effectively for the Algerian students.

Finally, a thorough check was made to detect response bias toward selecting the first or the last answer throughout both questionnaires. A tendency to respond consistently to the first or the last choice was not detected. In adition, several similar items in the survey were posed in reverse preference ordering specifically to detect this type of bias. In test items, no discernable response bias trend had been detected. On the other hand the validity of the instruments was examined according to the results of the reliability tests on the assumption the questionnaire items covered most areas of school guidance and counseling, and that the majority of the students would perceive this fact by a high percentage of correct responses to all the items. Also, the students' written comments in the end of the survey would also give a good picture of validity of the instruments. Accordingly, it could be said that the instruments were valid and appropriate for ascertaining the guidance and counseling needs of high and fundamental school students in Algeria.

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CHAPTER 6

Results and Statistical Analysis of Data

The purpose of this chapter is to report the findings of the study as follows:

I. Statistical analysis of the data:

1. Multivariant analysis (Tables 6.1-6.8)
2. Analysis of covariance (Table 6.9)
3. Teachers and principals data analysis
4. Analysis of the student/staff communication data

II. Discussion of Statistical Analysis

III. Discussion of the Hypothesis

6.1 Multivariant Analysis:

Multivariance method was used to analyse the factors. This section presents an analysis and the interpretation of the results. Tables (6.1 through 6.8) show 8 centroid factors extracted from the correlation matrix. These factors, which exhibited a clearly interpretable creterion, were named as follows:

I. The guidance and counseling attitudes' scale (6 factors):

1. recognition of personnel need for professional help (8 items)
2. acceptance of orientation program (5 items)
3. interpersonal openness regarding one's problems (7 items)
4. confidence in guidance counselor (5 items)
5. recognition of personal need for information (4 items)
6. cultural awereness (5 items)

II. The student guidance counseling motivation scale:

7. resistance to seeking help (4 items)

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8. willingness to seeking help from any source (6 items)

The factor loadings revealed eight major behavioral dimensions within the overall of the two scales.

Factor I measures recognition of personal need for guidance counseling. The groups with negative marks on the sub scale saw little necessity for counseling. These groups of individuals expressed the belief that any emotional problems could be solved alone. Those with the positive scores expressed a preference to consult a counselor, when such help was available, rather than wrestling with the problem themselves.

Factor II measures the acceptance of orientation program (the existing guidance program). Based on the overall positive answers to those questions, we can conclude that the students were not satisfied with existing program of orientation (guidance).

Factor III measures interpersonal openness, willingness to reveal one's problems to an appropriate professional is existing among Algerian students. And yet the higher positive scored stemmed from factor III. Female students scored higher than males. Students in the two age groups, were scored equally. Those individuals who had warnings scored higher than those who had awards or neutral. Also, those individuals who had an above average in their financial family situation scored higher than those who had a below average or average. High school student scores were higher than fundamental and general school students. These subscale correlations should be interpreted cautiously since they lack the stability of whole-scale scores. However, since factor III is somewhat closer to a personality measure than an attitudional factor, research targeted at Algerian students, may reveal more readily this "self-disclosure" phenomenon.

Factor IV measures recognition of personal need for information. The groups with negative marks on the subscale saw little necessity for information. However, individuals responding to item 11 on the subscale showed that the students do not

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prefer seeking academic information more than vocational information. The question was asked in a positive manner to produce negative response (see questionnaire in appendix).

Factor V measures confidence in guidance counselor. Generally, there was a high score on each item by all respondents, indicating existence of confidence toward guidance counseling professionals.

Factor VI measures cultural awareness of the observations and experiences of most Algerians. The low score in this category correlates with openness in factor III.

Factor VII measures resistance of students in seeking help. Generally, there was a high score on each item by all respondents, indicating the lack of resistance to seeking help. This high score in this category correlates also with openness in factor III.

Factor VIII measures willingness to seeking help from any source. Based on the overall positive answers to these questions, we can conclude that the students did not have any kind of resistance to seeking help but they had willingness to seeking help from any source. These scores correlate with recognition of personal need for professional help in factor I.

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TABLE 6.1
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 1 Recognition of personal need for professional help Item	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.*			Educational Level#		
	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
4	0.330	0.320	0.316	0.259	0.413	0.355	-0.227	0.280	0.383	0.330	0.271	0.298	0.371
6	-0.298	-0.093	-0.382	0.090	-0.160	-0.155	0.424	0.432	-0.302	-0.018	0.099	-0.403	-0.511
18	0.586	0.573	0.539	0.542	0.709	0.575	0.190	0.471	0.479	0.762	0.538	0.469	0.613
24	0.424	0.460	0.574	0.317	0.484	0.415	0.408	0.183	0.528	0.142	0.338	0.342	0.437
25	0.371	0.302	0.229	0.340	0.522	0.272	-0.547	0.394	0.303	0.658	0.334	0.340	0.383
30	0.369	0.594	0.328	0.605	0.607	0.448	0.337	0.738	0.450	0.421	0.590	0.259	0.325
31	0.358	0.325	0.542	0.273	0.441	0.293	0.334	0.431	0.348	0.426	0.292	0.255	0.316
34	0.132	-0.066	0.171	0.029	-0.172	0.077	0.776	0.293	0.032	-0.002	0.036	0.014	0.033

* Financial Family Situation.
\# Fundamental School.
The groups with negative marks on this subscale saw little necessity for counseling. They express the belief that any emotional problems could be resolved by themselves.
Positive scores indicate a preference to consult a guidance counselor.

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Table 6.2

Respondent's Factor Loadings for Attitudes Scores Representing Factor Two Intercorrelations

TABLE 6.2
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations
Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 2 Acceptance of orientation program	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
3	0.542	0.516	0.953	0.265	0.440	0.776	0.278	0.759	0.457	0.551	0.261	0.473	0.999
14	0.810	0.291	0.212	0.099	0.973	0.216	0.043	0.284	0.423	0.645	0.135	0.103	0.270
20	0.156	0.031	0.144	0.326	-0.036	0.158	-0.287	0.475	-0.142	0.449	0.331	0.306	0.317
27	0.054	0.000	0.003	0.830	-0.050	0.097	-0.491	0.476	-0.193	0.045	0.774	0.009	0.076
28	0.063	0.547	0.124	-0.083	0.285	0.237	0.900	0.174	0.272	0.431	-0.060	0.822	0.030

The respondents did not show much satisfaction with the actual program of orientation "Guidance". The questions were asked in a negative manner to produce positive response (see questionnaire in Appendix I).

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TABLE 6.3
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations
Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 3 Interpersonal Openess	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
7	-0.009	0.345	0.177	0.397	0.116	0.338	-0.712	0.342	0.289	0.383	0.388	0.384	-0.065
10	0.215	0.146	0.111	0.196	-0.070	0.205	0.999	-0.106	0.269	0.221	0.176	0.192	0.077
13	-0.007	0.125	0.334	0.199	-0.032	0.222	-0.398	0.267	0.203	-0.139	0.169	0.115	0.099
17	-0.034	0.999	0.573	0.631	-0.225	0.608	-0.309	0.955	0.602	0.178	0.698	0.596	0.344
22	0.178	0.284	0.180	0.205	0.306	0.339	0.406	0.218	0.207	0.405	0.231	0.531	0.143
29	0.999	0.057	-0.232	-0.041	0.999	0.069	0.316	-0.355	-0.001	0.999	-0.058	-0.354	-0.373
33	0.099	0.295	0.097	0.414	-0.028	0.396	0.215	0.074	0.351	0.157	0.383	-0.078	0.133

Negative response indicates unwillingness to reveal one's problems.
Positive response indicates student's willingness.

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Table 6.4

Respondent's Factor Loadings for Attitudes Scores Representing Factor Four Intercorrelations

TABLE 6.4
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations
Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 4 Recognition of personal need for information	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
1	0.157	0.450	0.302	0.324	0.374	0.291	0.415	0.478	0.284	0.268	0.323	0.562	0.999
11	-0.335	-0.385	-0.507	-0.245	-0.368	-0.407	0.315	-0.236	-0.427	-0.258	-0.231	-0.746	0.230
16	0.701	0.741	0.816	0.724	0.808	0.694	0.657	0.810	0.731	0.945	0.733	0.918	-0.221
23	0.874	0.667	0.592	0.799	0.730	0.735	0.999	0.960	0.696	0.523	0.804	0.625	0.366

The high positive score in this category shows the need of the respondents to academic and vocational information.
The groups with negative marks in the subscale of item 11 do not prefer seeking academic information over vocational information. The question was asked in a positive manner to produce negative response (see questionnaire in Appendix I).

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Table 6.5

Respondent's Factor Loadings for Attitudes Scores Representing Factor Five Intercorrelations

TABLE 6.5
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations
Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 5 Confidence in guidance counselor	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
2	0.528	0.527	0.472	0.491	0.418	0.530	0.741	0.525	0.586	0.544	0.497	0.393	0.367
8	0.193	0.491	0.024	0.446	0.242	0.423	-0.220	0.589	0.338	0.233	0.415	-0.020	0.341
12	0.589	0.647	0.559	0.660	0.936	0.574	0.790	0.790	0.590	0.692	0.662	0.999	0.315
19	0.486	0.623	0.541	0.466	0.337	0.539	0.750	0.391	0.517	0.695	0.475	0.350	0.988
32	0.273	0.128	0.280	0.081	0.014	0.287	0.278	0.057	0.184	0.197	0.086	0.120	0.385

Generally this scale indicates existance of confidance toward helping professions by respondents.

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TABLE 6.6
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 6 Cultural differences	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
5	-0.012	-0.010	-0.007	-0.112	0.163	-0.164	0.408	0.384	-0.053	-0.242	-0.008	-0.087	0.437
9	0.260	0.183	0.055	-0.021	0.653	0.265	-0.547	0.459	0.510	0.118	-0.044	-0.122	0.317
15	-0.230	0.157	-0.159	0.999	0.332	-0.026	0.491	-0.098	-0.056	0.072	0.999	-0.320	-0.373
21	0.856	0.229	0.999	-0.016	0.079	0.447	0.316	0.798	0.229	0.128	-0.007	0.680	0.230
26	-0.102	0.999	0.131	0.172	0.488	0.220	0.549	0.005	0.201	0.857	0.168	0.281	0.367

The high positive score in this category shows that the respondents have cultural awareness.

Note: 1) *Total sample* = 360
2) All item - total standard score (z score) two sided test score.
3) A minus sign means negative response to each item.
4) A plus sign means a positive response to each item.
5) All item total score significant at $P < 0.05$ and $\alpha < 0.1$, either $P < 0.1$ or not significant at $\alpha < 0.05$ (see Table 6.9 for details).
6) Financial F.S. = Financial Family Situation.
7) Fund. S. = Fundamental School.

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Table 6.7

Respondent's Factor Loadings for Attitudes Scores Representing Factor Seven Intercorrelations

TABLE 6.7
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations
Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 7 Resistance to seeking help	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
2	0.153	0.221	0.020	0.340	0.384	0.243	-0.068	0.458	0.192	0.186	0.315	0.093	-0.075
5	0.401	0.265	0.490	0.311	0.414	0.313	0.374	0.288	0.384	0.079	0.302	0.656	0.269
9	0.357	0.320	0.395	0.364	0.571	0.308	0.550	0.518	0.287	0.362	0.395	0.502	0.243
10	0.862	0.883	0.743	0.667	0.641	0.789	0.999	0.657	0.824	0.960	0.686	0.810	0.581

Generally this scale indicates a lack of resistance toward seeking help.
The questions were asked in a negative manner to produce positive response
(see questionnaire in Appendix II).

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TABLE 6.8
Respondent's Factor Loadings for Attitudes Scores Representing Intercorrelations Between Gender, Age, Achievement, Financial Family Situation, and Educational Level

Factor 8 Willingness to seeking help from any source	FACTOR LOADING												
	Gender		Age		Achievement			Finacial F.S.			Educational Level		
Item	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
1	0.260	0.999	0.346	-0.390	-0.003	0.289	0.147	0.770	0.160	-0.214	-0.436	0.280	0.190
3	-0.248	0.017	0.122	0.035	0.225	-0.227	-0.344	-0.152	-0.005	-0.292	0.052	0.268	-0.133
4	0.103	-0.129	0.304	0.522	0.823	-0.171	-0.362	-0.486	0.019	0.178	0.477	0.671	-0.124
6	0.766	0.177	0.521	-0.180	0.179	0.445	0.773	0.462	0.999	0.999	-0.237	0.680	0.999
7	0.070	-0.064	-0.337	0.238	-0.226	0.067	-0.509	-0.116	0.024	-0.15	0.238	-0.279	-0.058
8	0.110	-0.153	0.203	0.224	0.281	0.188	0.277	-0.011	0.110	0.110	0.216	0.156	0.246

The groups with negative marks on this subscale saw little willingness to seeking help from any source. Positive scores indicate a preference to seeking help from any source.

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Table 6.9

Analysis of Covariance and Total Attitude Score by Subject Characteristics

(State of Origin, Gender, Age, Achievement, Financial Family Situation, and Educational Level

		State of Orig.		Gender		Age		Achievement			Financial F.S.			Educational Level		
Total		Algiers	Other S	Male	Female	14-17	18-22	Award	Neuter	Warning	A.Avrg.	Average	B.Avrg.	High S.	Fund.S.	Midd.S.
n	360	307	53	158	202	131	228	80	245	16	43	245	48	234	68	58
M	65.0	65.1	64.7	63.7	66.0	67.9	63.3	67.2	64.4	63.5	62.0	65.8	64.2	63.3	69.0	67.4
S.D.	9.94	10.0	9.67	9.28	10.3	8.68	10.2	9.57	10.0	9.62	10.6	9.50	11.2	10.3	7.54	9.08
F		0.08*		4.8**		18.4**		2.5***			2.8***			11.2**		

* Not significant at $\alpha < 0.05$
** Significant at $\alpha < 0.05$
*** Significant at $\alpha < 0.1$

6.2 Analysis of Covariance:

Analysis of covariance is one of the most popular methods used to study the associations between two or more variables for behavioral sciences.

Our study involves a large number of variables, for that reason the above mentioned method is used. The traditional method of Chi-square test of associations is not appropriate because it cannot handle more than two variables.

Since we are dealing with qualitative data, it is necessary to transfer the data into a qualitative form before an analysis is performed. It is important to note that the method employed in this analysis is a statistical method. The result is expressed with certain degree of confidence (level of significance).

Although this statistical method is the one that is used to analyze the data in this study, still we have to be aware of the fact that we are dealing with human values and social characteristics that are in general qualitative and are difficult to be represented always in numbers.

To test all the hypotheses, an analysis of covariance was computed (Table 6.9). It was based on the assumption that the subjects' characteristics (gender, age, achievement, financial family situation, educational level, and state of origin) would not be predictive of help-seeking attitudes. The computation revealed that the six variables significantly predict total attitudes of the subjects. The items approached total attitude score coefficient at $P< 0.05$ level gender, age, educational level, and achievement at $P< 0.10$ level. State of origine not significant at $P< 0.05$ level.

Hypothesis I: There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between male and female respondents.

Table 6.9 illustrates the extent of differences in attitudes toward seeking professional guidance and psychological counseling ($P< 0.05$) Hypothesis I was not

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supported.

Hypothesis II: There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different age groups.

However, research results indicated there were significant differences in male and female attitudes toward seeking professional guidance and psychological counseling ($P < 0.05$ level). Hypothesis II was not supported.

Hypothesis III: There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between respondents of different family income level.

Significant differences were revealed among the subjects' attitudes toward seeking professional guidance and psychological counseling ($P < 0.1$ level). This hypothesis was not supported.

Hypothesis IV: There will be no significant differences in attitudes toward seeking professional guidance and psychological counseling between respondents of different achievement level.

There were significant differences in the attitudes of the three groups ($P < 0.1$ level) the hypothesis was not supported.

Hypothesis V: There will be no significant difference in attitudes toward seeking professional guidance and psychological guidance counseling between respondents of different educational level.

Significant differences were revealed among the subjects' attitudes toward seeking professional guidance and psychological counseling ($P < 0.05$ level). This hypothesis was not supported.

Hypothesis VI: There will be no significant difference in attitudes toward seeking professional guidance and psychological counseling between participants from the capital

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and other states.

Table 6.9 illustrates the extent of differences in attitudes toward seeking professional guidance and psychological counseling ($P < 0.05$ level). This hypothesis was supported.

6.3 Discussion of Statistical Analysis

The results of the statistical analyses indicate that there was a satisfactory level of internal instrumental consistency. There were eight multivariance factor loadings which exhibited a clearly interpretable criterion: I. recognition of need; II. acceptance of orientation; III. openness; IV. information need; V. confidence; VI. cultural awereness; VII. resistance; and VIII. willingness. The 6th factor was five cultural awarness factors representing the experiences and observations shared by all of the Algerian students under investigation.

Analysis of covariance (Table 6.9) showed that: (1) female attitudes toward seeking professional help were significantly more favorable than male attitudes, (2) the respondents who were of the age groups (14-17) reported significantly more positively than the respondents who were of the age groups (18-22), (3) the respondents who had award in their study reported significantly more positively than the respondents who had neuter or warning in their study, (4) also respondents whose financial family situations were average showed a significantly more positive attitude toward help-seeking than those whose financial family situations were below average or above average, (5) fundamental school students' attitudes toward seeking professional help were significantly more favorable than general or high school students' attitudes, and (6) the state of origin (Algerian) did not show significant differences with respect to attitude toward seeking professional help for personal, sociological, or psychological problems.

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6.4 Discussion of Hypotheses

The non-support for hypothesis I reflects general differences between male and female that can be explained in terms of cultural socialization patterns. In general, Algerian men are traditionally more educated according to western customs than are women; the males have greater access to vocational training, university study and urban life experience.

However, the status of woman in Islam constitutes no problem. The attitude of the Qur'an and the Hadith bear witness to the fact tha the woman is, at least, as vital to life as man himself, and that she is not inferior to him nor she is one of the lower species. The status of woman was taken for granted to be equal to that of man. It was of course, a matter of fact, and no one, then, considered it as a problem at all (Abdalati, 1975).

The higher scores of females did not come as a surprise. To explain that different reasons can be be suggested:

* females generally are more emotional, and they may feel the need for counseling more than males.

* although it is generally difficult to talk about personal problems, if the counselor is female it would be easier for females to talk about that.

* males would find it harder to show their need for counseling out of pride.

We can conclude that hypothesis I is rejected at .05 level of signifificance.

The differences that also appeared among the two age groups in hypothesis II can be explained as follows:

The table 6.9 shows that 14-17 age group of students has significantly higher mean than the other group 18-22 at . 05 level of significance. The most clear reason for that is that 14-17 years old students are the ones who are in the last grades of the school where a decision whether to pass to the higher school or not. For sure, students

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in that situation would try all available means that would lead to success. In this case also the hypothesis II is rejected at .05 level of significance.

When the degrees of achievement were compared the results obtained are shown in table 6.9. It is clear that the individuals who achieved an award got significantly higher mean than those without reward and those who got warning at 0.1 level of significance.

The different degrees of achievement explain the attitudes of these students toward psychological counseling. Students who seek counseling are successful because they benefit from it, and realize that it is helpful. Also, those students who received no award although they had lower mean than those who received awards, but still they had higher mean that those who received warning. That leads us to say that attitude toward psychological counseling is positively related to achievement and success in the school. So hypothesis III is rejected at 0.1 level of significance but accepted at .05 level of significance.

When the factor of family income was taken into consideration, the following results were obtained: above average with a mean of 62.0, average with a mean of 65.8, and below average with a mean of 64.2. Table 6.9 shows that those who had average income had significantly higher mean at 0.1 level of significance but not at .05 level of significance. The question to be asked is why average income people got higher means, not the above average or below average income people.

A reasonable answer could be that: people with above average incomes do not feel the need to improve themselves and seek the help of psychological guidance counselors to solve their problems or give advice. They feel secure and always supported. People with below average incomes had lower means than the average, nevertheless they got much higher mean than above average people which means if only these two groups (above and below) were compared they will be significantly

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different (see table 6.9). The below average people had a lower mean than average income people because of their attitude that low income people have less hope in changing the situation, and they inherit the family attitude towards seeking counseling. However, average pupils seem to be somewhere in the middle, so they do not have either the confident feeling of above average or the hopelessness of below average people. They have the feeling of enough security but with motivation to improve it. So, hypothesis IV was rejected at 0.1 level of significance.

When looking at table 6.9, one would notice that the F value is higher in the two factors age and educational level. It seems that somehow they are related. When the factor of age was analyzed we found that the 14-17 group of age had the higher mean in the educational level the group of fundamental school had higher level. Although the mean of middle school students is significantly lower than students of fundamental school, still it is much higher than the mean of high school students. The explanation is that high school students are older so they feel that they do not need advice from counselors. Also, they have already passed the high school exam; only a small percentage normally pass it. In this case we can say that the hypothesis V is rejected at .05 level of significance.

Finally, the support of hypothesis VI concerning the factor of state of origin indicated clearly (see table 6.9) that there is no significant difference between students who are originally from Algiers and those who come from other states to study in Algiers' schools (.05 level of significance). The possible explanation for this result is that students who live together in the same school environment tend to adapt to each other at least in matters related to school. Besides that, although it is not proven statistically, yet it looks acceptable to say that the population in Algeria is very homogeneous for reasons of sharing the same values, religion, language, and history. Thus, this seems be the reason to have no significant difference between the two means of Algerian students

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originally from Algiers and Algerian students coming from out of Algiers. In this case, the sixth hypothesis is accepted.

6.5 School Staff/Students Communication Data Analysis

As indicated in the chapter earlier, the analysis of the second questionnaire "Student Guidance Motivation Scale" included a datum about school staffs and students communication. The data were consistent of nine Items (Table 6.10) and one open question (Table 6.11).

The following Table presents frequencies and percentages concerning the students' responses regarding the Communication Items.

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Table 6.10

School Staff/Students Communication DataAnalysis

Number of School Staff	Comm. Item 1		Comm. Item 2		Comm. Item 3		Comm. Item 4		Comm. Item 5		Comm. Item 6		Comm. Item 7		Comm. Item 8	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
0	11	3.1	153	42.5	110	30.6	111	30.8	106	29.4	114	31.7	79	21.9	133	36.9
1	8	2.2	92	25.6	105	29.2	136	37.8	52	14.4	120	33.3	119	33.1	124	34.4
2	3	0.8	55	15.3	82	22.8	67	18.6	38	10.6	74	20.6	79	21.9	65	18.1
3	11	3.1	25	6.9	29	8.1	27	7.5	40	11.1	25	6.9	43	11.9	20	5.6
4	6	1.7	15	4.2	19	5.3	8	2.2	27	7.5	18	5.0	12	3.3	10	2.8
5	7	1.9	9	2.5	9	2.5	6	1.7	23	6.4	4	1.1	11	3.1	6	1.7
6	8	2.2	4	1.1	1	0.3	3	0.8	15	4.2	-	-	9	2.5	-	-
7	13	3.6	3	0.8	3	0.8	-	-	14	3.9	1	0.3	2	0.6	-	-
8	20	5.6	2	0.6	1	0.3	1	0.3	9	2.5	1	0.3	3	0.8	-	-
9	20	5.6	-	-	1	0.3	1	0.3	6	1.7	1	0.3	1	0.3	1	0.3
10	54	15.0	1	0.3	-	-	-	-	11	3.1	-	-	1	0.3	-	-
11	17	4.7	-	-	-	-	-	-	2	0.6	1	0.3	1	0.3	-	-
12	22	6.1	-	-	-	-	-	-	4	1.1	-	-	-	-	-	-
13	14	3.9	-	-	-	-	-	-	1	0.3	-	-	-	-	1	0.3
14	17	4.7	-	-	-	-	-	-	3	0.8	-	-	-	-	-	-
15	26	7.2	1	0.3	-	-	-	-	-	-	-	-	-	-	-	-
16	10	2.8	-	-	-	-	-	-	5	1.4	-	-	-	-	-	-
17	3	0.8	-	-	-	-	-	-	1	0.3	-	-	-	-	-	-
18	10	2.8	-	-	-	-	-	-	-	7.39	-	-	-	-	-	-
19	7	1.9	-	-	-	-	-	-	-	9.49	-	-	-	-	-	-
20	39	10.8	-	-	-	-	-	-	3	0.8	-	-	-	-	-	-
21-30	28	7.8	-	-	-	-	-	-	-	-	1	0.3	-	-	-	-
31-40	4	1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41-50	2	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Communication Item 1 deals with the number of the school staff that the students know.

We notice in Table 6.10 (Item 1) that although most of the students do not know more than 20 persons from the school staff, the majority know between 10-20 staff persons. This shows that they are fairly open to student-teacher relationships and to know about the people around them.

Communication Item 2 deals with the number of the school staff that would spare time to discuss the sudents problems with them.

In Table 6.10 it is clearly noticeable that the majority (about 250) of the students have either none or one person who they think will give some time to talk about their problems.

Communication Item 3 deals with the number of the school staff that the students feel are qualified to help them with their problems.

The same comment can be given to Item 3 where 205 out of 360 students have no body or only one person who they think is able to understand their problems.

Communication Item 4 deals with the number of the school staff that the students feel they could easily talk to about their problems.

In Table 6.10 (Item 4), 247 students out of 360 which is more than 67% have nobody or only one person from the school staff whom they can talk to easily about their problems.

Communication Item 5 deals with the number of the school staff that the students think are favorly impressed by them.

In Table 6.10 (Item 5), we notice that the results are relatively better than before, but still the majority of the students (236 out of 360) have no more than 3 persons from the school staff whom they think they like them.

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Communication Item 6 deals with the number of the school staff that the students think would be happy to talk to about their problems.

In Table 6.10 (Item 6), more than 65% of the students have none or only one person whom they feel comfortable with to talk to about their problems.

Communication Item 7 deals with the number of the school staff that the students feel would have understanding if they talk to them about their problems.

In Table 6.10 (Item 7), 54% of the students have no body or only one person from the school staff who they think is able to understand when they talk to him about their problems.

Communication Item 8 deals with the number of the school staff that the students feel would keep their problems confidential.

In Table 6.10 (Item 8) the same result is being repeated, that is 71% of the total students' population think that no body or only one person who they feel can be trusted to keep their secrets.

Table 6.11

Communication Item 9

Value	Frequency	Percentage
True	203	56.4
False	157	43.6
Total	360	100.0

Communication Item 9 is concerned with the open question dealing with occasions the students sought or did receive professional help from the staff persoons for

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a personal or school related problem.

Table 6.11 shows the attitude and the openness of the students toward the fact that they can talk to someone if he is trustworthy and can help in solving their problems. In this table more than 56% of the students practically had the experience of getting help or looking for help to solve a problem of their own, which means that there is a positive background to start a guidance counseling program that would be appreciated by the students and the school staff, if the right people were chosen and the right methods were used.

6.6 Analysis of The Data Concerning The School Staff

As indicated in the previous chapter, the analysis of the data collected will be from the three main groups in the educational setting: students; teachers; and principals. The discussion and interpretation of the results of data concerning teachers and principals will be discussed in the following:

The third questionnaire, which was used to determine the degree to which the guidance program in Algeria achieved its goals, included the following areas: first, the awareness within each group of the importance of the counseling and guidance program and the attitudes toward guidance program in the fundamental and high schools; second, the perception of the amount of assistance received by the students through the guidance program; third, the degree of satisfaction of each of the two groups (teachers and principals) with the guidance services in the fundamental, general and high schools.

Awareness of The Importance of Guidance Counseling and Attitudes Toward the Services:

In order to assess the respondent's perception of the guidance program in the fundamental, general, and high schools, 6 items dealing with programs of guidance services were adressed to each group. These items were designed to cover the most important aspects of a successful fundamental and high school guidance program as

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inferred from the literature. Items dealing with achievement, interest and aptitude tests in the original copy, however, were eliminated since such tests are not available in Algeria. All two groups were requested to answer each item by cheking "yes" or "no" or "not sure". The items of this factor were 6 (1 through 6; see appendix III).

Amount of Guidance Assistance Received by Students:

In order to assess the guidance assistance received by the students, six items were addressed to each of the two groups. These items covered the same areas of concern as mentioned before. Each of the two groups was requested to answer each item by indicating how many services, according to their perception, were given to students by the guidance counselors in their respective schools. The scale ranged from "none", "little", "much", to "very much". The items of the second factor of the questionnnaire were 6 (7 through 12; see appendix III).

Degree of Satisfaction or Dissatisfaction with The Received Assistance:

The third part of the questionnaire was designed to assess the degree of the students' satisfactions with the guidance services. Eight questions were addressed the two populations. The subjects were asked to respond to each item by checking "very dissatisfied", "dissatisfied", "satisfied" and "very sattisfied". Items 13 through 20 (see appendix) were adressed to the two groups.

6.7 Discussion of The Results

The data resulted from this questionnaire are not presented according to its classification in the questionnaire since many items which deal with the same situation are repeated in all parts of the questionnaire. Thus, the items of each situation are to be grouped separately and presented as a unit. Although the tables related to each situation were organized accordingly, the items in each group will keep their numbers as they show in the questionnaire.

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Table 6.12

Teachers and Principals Responses Distribution to Factor 1 Concerned with the Availability of Specific Guidance Counseling Services

TABLE 6.12
Teachers and Principals Responses Distribution to Factor 1 Concerned with the Availability of Specific Guidance Counseling Services

Factor 1		Yes		No		Not Sure		Totals	
Items	Groups	Freq	%	Freq	%	Freq	%	Freq	%
1	Teachers	11	18.3	35	58.3	14	23.3	60	100.0
	Principals	6	30.0	12	60.0	2	10.0	20	100.0
2	Teachers	8	13.3	36	60.0	16	26.7	60	100.0
	Principals	5	25.0	8	40.0	7	35.0	20	100.0
3	Teachers	6	10.0	37	61.7	17	28.3	60	100.0
	Principals	6	30.0	8	40.0	6	30.0	20	100.0
4	Teachers	9	15.0	46	76.7	5	8.3	60	100.0
	Principals	3	15.0	14	70.0	3	15.0	20	100.0
5	Teachers	4	6.7	51	85.0	5	8.3	60	100.0
	Principals	4	20.0	14	70.0	2	10.0	20	100.0
6	Teachers	60	100.0	-	-	-	-	60	100.0
	Principals	19	95.0	1	5.0	-	-	20	100.0

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Table 6.12 (cont.1)

Teachers and Principals Responses Distribution to Factor 2 Concerned with the Amount of Assistance Received

TABLE 6.12(Continued)
Teachers and Principals Responses Distribution to Factor 2
Concerned with the Amount of Assistance Received

Factor 2		Very Much		Much		Little		None		Totals	
Items	Groups	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
7	Teachers	5	8.3	6	10.0	17	28.0	32	53.0	60	100.0
	Principals	3	15.0	6	30.0	4	20.0	7	35.0	20	100.0
8	Teachers	4	6.7	6	10.0	14	23.3	36	60.0	60	100.0
	Principals	3	15.0	2	10.0	6	30.0	9	45.0	20	100.0
9	Teachers	4	6.7	6	10.0	14	23.3	36	60.0	60	100.0
	Principals	3	15.0	2	10.0	5	25.0	10	50.0	20	100.0
10	Teachers	5	8.3	6	10.0	11	18.3	38	63.3	60	100.0
	Principals	3	15.0	2	10.0	4	20.0	11	55.0	20	100.0
11	Teachers	5	8.3	8	13.3	10	16.7	37	61.7	60	100.0
	Principals	3	15.0	3	15.0	6	30.0	8	40.0	20	100.0
12	Teachers	5	8.3	3	5.0	14	23.3	38	63.3	60	100.0
	Principals	1	5.0	2	10.0	6	30.0	11	55.0	20	100.0

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Table 6.12 (cont.2)

Teachers and Principals Responses Distribution to Factor 3 Concerned with Degree of Satisfaction or Dissatisfactionof Assistance Received

TABLE 6.12(Continued)
Teachers and Principals Responses Distribution to Factor 3 Concerned with Degree of Satisfaction or Dissatisfaction Assistance Received

Factor 3		Very Satisf.		Satisfied		Very Dissat.		Dissatisfied		Totals	
Items	Groups	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
13	Teachers	5	8.3	11	18.3	26	43.3	18	30.0	60	100.0
	Principals	2	10.0	4	20.0	8	40.0	6	30.0	20	100.0
14	Teachers	4	6.7	17	28.3	28	46.7	11	18.3	60	100.0
	Principals	5	5.0	9	45.0	5	25.0	5	25.0	20	100.0
15	Teachers	4	6.7	9	15.0	36	60.0	11	18.3	60	100.0
	Principals	1	5.0	5	25.0	9	45.0	5	25.0	20	100.0
16	Teachers	3	5.0	14	23.3	31	51.7	12	20.0	60	100.0
	Principals	1	5.0	5	25.0	7	35.0	7	35.0	20	100.0
17	Teachers	4	6.7	11	18.3	30	50.0	15	25.0	60	100.0
	Principals	1	5.0	8	40.0	5	25.0	6	30.0	20	100.0
18	Teachers	1	1.7	17	28.3	25	41.7	17	28.3	60	100.0
	Principals	1	5.0	6	30.0	6	30.0	7	35.0	20	100.0
19	Teachers	3	5.0	13	21.7	22	36.7	22	36.7	60	100.0
	Principals	1	5.0	6	30.0	6	30.0	7	35.0	20	100.0
20	Teachers	1	1.7	2	3.3	42	70.0	15	25.0	60	100.0
	Principals	1	5.0	8	40.0	4	20.0	7	35.0	20	100.0

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For the purpose of data simplification, the questionnaire item will be classified in the following categories:

A. Scope of guidance

B. School programs

C. Information available to students

D. Adequacy of guidance services received by the students

6.7.1 A. Scope of guidance:

In relation to the first situation which deals with the scope of the guidance, it was found that, in response to item 6 of the questionnaire, whether the job of the guidance counselor in school is an important one, a rate of 95% for principals perceived such a job as an important one. 100% of the teachers joined them in this connection (Table 6.13), which means simply that the two groups agreed that there is a great need for guidance counselor in the fundamental and high schools.

Table 6.14 (items 13, 15, 16), which is part of the scope of guidance process, dealt with the degree of satisfaction of the two groups in this regard. Table 14 (item 13) which deals with the students' opportunities for contacts with the guidance counselor shows that, despite the fact that the student-counselor ratio is 1 to 1000, on the average, 20% of the principals were "satisfied" and 10% were "very satisfied".

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Table 6.13

Response Distribution to Item 6 Concerned with the Availability of Specific Guidance Counseling Services

TABLE 6.13
Response Distribution to Item 6 Concerned with the Availability of Specific Guidance Counseling Services

Item	Groups	Yes		No		Not Sure		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%
6. The Importance of the Guidance-Counselor's Job in the School.	Teachers	19	95.0	1	5.0	-	-	60	100.0
	Principals	60	100.0	-	-	-	-	20	100.0

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Table 6.14

Response Distribution to Items 13, 15, and 16 Concerned with Degree of Satisfaction or Dissatisfaction with Assistance Received

TABLE 6.14
Response Distribution to Items 13, 15, 16 Concerned with
Degree of Satisfaction or Dissatisfaction with Assitance Received

Items	Groups	Very Satisf.		Satisfied		Very Dissat.		Dissatisfied		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
13. The opportunities for contacts with the counselors?	Teachers	5	8.3	11	18.3	26	43.3	18	30.3	60	100.0
	Principals	2	10.0	4	20.0	8	40.0	6	30.3	20	100.0
15. The extent to which the counselor Knew the students?	Teachers	4	6.7	9	15.0	36	60.0	11	18.3	60	100.0
	Principals	1	5.0	5	25.0	9	45.0	5	25.0	20	100.0
16. The encouragement the students received from the counselor?	Teachers	3	5.0	14	23.3	31	51.7	12	20.0	60	100.0
	Principals	1	5.0	5	25.0	7	35.0	7	35.0	20	100.0

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This result corresponds to the perception of the teachers group. 18.3% were satisfied and 8.3% were very satisfied. The two groups show clearly their dissatisfaction with the opportunities available to students (more than 72% dissatisfied or very dissatisfied response) to contact the counselor. Each guidance counselor works in a limited accademic area that include a number of schools in which he/she is responsible for more than 5000 students on the average, which makes it very difficalt for students to contact the guidance counselor.

More than 86% of the two groups were "dissatisfied" and "very dissatisfied" to the extent that the guidance counselors knew the students (Table 6.14, item 15). The encouragement the guidance counselors offered to them (Table 6.14, item 16) indicates that more than 71% of them were dissatisfied or very dissatisfied.

In only one situation, the extent to which the guidance counselors knew the students (Table 14, item 15), nine teachers and five principals indicated their satisfaction. Although 56.25% and 20.0% of the two groups indicated that they were "very dissatisfied" and "dissatisfied" that the guidance counselor knew the students, this is hard to accept other than an indication of the negative attitude and environment that guidance counselors may have presented. It would appear to be a discouraging sign for the status of the school guidance services.

6.7.2 B. School Programs:

The second situation deals with the help the students received in planning their secondary school programs.

Table 6.15 (Item 1) is addressed to the assistance the students received in selecting their secondary school programs. Table 15 shows that 60% of the principals and 58.3% of the teachers indicated that the students did not receive any assistance at all in selecting their school programs. While 10.0% of the principals and 23.3% of the teachers were not sure. Also 30.0% of the principals and 18.3% of the teachers reported

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that the students received some assistance. The results show clearly that the majority of the students did not receive such assistance.

In the same vein, in responce to item 2 which deals with the appropriateness of the secondary school programs, table 15 (Item 2) shows that 40.0% of the principals and 61.7% of the teacher sample indicated that the program is not appropriate for the students. Only 10.0% of the teachers and 30.0% of the principals thought that the program is appropriate.

In their response to the third question, which asks if the students' particular interests were met by the programs they followed, approximately the same percents held true (Table 6.15, Item 3): no discrepancies were found between the responses of the principals and teachers, 40.0% of the principals and 61.7% of the teachers reported that the school programs have not met students' "particular interest", only six principals and six teachers indicated that the students' interests were met through the programs.

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Table 6.15

Response Distribution to Items 1, 3, and 3 Concerned with the Availability of Specific Guidance Counseling Services

TABLE 6.15
Response Distribution to Items 1, 2, 3 Concerned with the Availability of Specific Guidance Counseling Services

Items	Groups	Yes		No		Not Sure		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%
1. Assisting in selecting the students' secondary program?	Teachers	6	30.3	12	60.0	2	10.0	20	100.0
	Principals	11	18.3	35	58.3	14	23.3	60	100.0
2. Appropriateness of the secondary school program?	Teachers	6	30.3	8	40.0	6	30.0	20	100.0
	Principals	6	10.0	37	61.7	17	28.3	60	100.0
3. Whether the students' particular interests were met by the program they followed?	Teachers	6	30.0	8	40.0	6	30.0	20	100.0
	Principals	6	10.0	37	61.7	17	28.3	60	100.0

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As a result of the unavailability of counseling services in the field of the students' program planning 35% of the principals and 53.0% of the teachers indicated that no help at all was given to students by the guidance counselors (Table 6.16, Item 7). 20% of the principals and 28.0% of the teachers indicated that little help was given. Only four principals and seventeen teachers reported that little help was received by the students, and only six principals (30%) and six teachers (10%) reported that much service was received.

The same results repeated themselves in discussing the amount of guidance counseling assistance received by the students in regard to program planning. Table 6.17 which includes item 17 of the questionnaire, shows that approximately 55% of the principals and 75% of the teachers were "very dissatisfied" or "dissatisfied" by the help the students received in planning their secondary school programs (Table 6.17, Item 17). Interestingly enough, in this connection, the responses of the two groups to the same item were approximately the same.

In conclusion, all two groups agreed that the programs available to students are not appropriate and that no guidance counseling activities are taking place in this regard.

6.7.3 C. Information Available to Students:

Much attention had been given to the role of the guidance counselors in regard to the necessary information which they had to provide the students as part of the guidance counseling process. In the first place, Item 5 of the questionnaire dealt with the information students received in regard to their ability to do college work.

In reply to Item 5, the role of the guidance counselors in informing the students of their ability to do college work, the data show no discrepancies among the two groups under investigation (Table 6.18, Item 5).

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Table 6.16

Response Distribution to Item 7 Concerned with Amount of Assistance Received

TABLE 6.16
Response Distribution to Item 7 Concerned with Amount of Assistance Received

Item	Groups	Very Much		Much		Little		None		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
7. The help provided in selecting students' program?	Teachers	5	8.3	6	10.0	17	28.0	32	53.0	60	100.0
	Principals	3	15.0	6	30.0	4	20.0	7	35.0	20	100.0

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Table 6.17

Response Distribution to Item 17 Concerned with Degree of Satisfaction or Dissatisfaction with Assistance Received

TABLE 6.17
Response Distribution to Item 17 Concerned with Degree
of Satisfaction or Dissatisfaction with Assistance Received

Item	Groups	Very Dissat.		Dissatisfied		Satisfied		Very Satisf.		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
17. Satisfaction with the help students received in planning their high school programs?	Teachers	30	50.0	15	25.0	11	18.3	4	6.7	60	100.0
	Principals	5	25.0	6	30.0	8	40.0	1	5.0	20	100.0

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Table 6.18

Response Distribution to Item 4 and 5 Concerned with the Availability of Specific Guidance Counseling Services

TABLE 6.18
Response Distribution to Items 4 and 5 Concerned with the Availability of Specific Guidance Counseling Services

Items	Groups	Yes		No		Not Sure		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%
4. Information received by students concerning their school test results?	Teachers	9	15.0	46	76.7	5	8.3	60	100.0
	Principals	3	15.0	14	70.0	3	15.0	20	100.0
5. Were the students informed of their ability to do college work?	Teachers	4	6.7	51	85.0	5	8.3	60	100.0
	Principals	4	20.0	14	70.0	2	10.0	20	100.0

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85% of the teachers indicated that the students did not receive such information and five were not sure. 70% of the principals gave also negative replies and two were not sure. To a great degree the principals agreed with the teachers. Only, 6.7% of the teachers and 20.0% of the principals indicated that the students received information regarding their ability to do college work. The similarity of perceptions lead to the inference that the respondents interpret the question in a different manner. Item 4 of the questionnnaire (Table 6.18, Item 4) inquired about the information the students received regarding the results of their school tests. In the first place, 76.7% of the teachers and 70% of the principals as shown in Item 4 indicated that the students did not receive any information at all about their school tests. Only 15% of the teachers and 15% of the principals gave positive replies.

Second, the similarity of perception of the two groups (principals and teachers) in this regard indicates that these groups are aware of the importance of the role of the guidance counselor in providing the students with information that will help them in understanding their results in the school tests.

Third, in regard to the information available to students through the guidance counseling program in the area of educational opportunities, all of the respondents indicated that the guidance counselors have an important role in providing the students with such information. The two groups responded almost in the same manner when asked about the amount of assistance the students received from the guidance counselors in becoming informed of educational opportunities and requirements (Table 6.12, Item 10). Still the responses of both the principals and the teachers show some similarity. More than half of the teachers and principals mentioned that no assistance at all was received by the students. the rest of both groups indicated that little assistance was received by the students. Despite the fact that the guidance counseling programs dealt with these activities, still the similarities lead to the inference that all of

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the teachers and principals were aware of the importance of such activities.

Fourth, little progress was reported by the two groups of respondents regarding the role of the guidance counselors in providing students with vocational information (Table 6.19, Item 19) and the assistance the students received from guidance counseling program concerning their vocational plans. Item 14 indicated that the Algerian guidance program did not take serious steps to realize its objectives in this aspect. Table 6.19 (Item 18) which deals with the material on educational opportunities available to students reported the same conclusion. Only six principals and seventeen teachers were satisfied with the availability of the material on educational opportunities to students. Such a perception was echoed by the principals and teachers reportings concerning the unavailability of such services and the dissatisfaction of more than 70% of the principals and more than 65% of the teachers with the material available to students in vocational and educational information.

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Table 6.19

Response Distribution to Items 18 and 19 Concerned with Degree of Satisfaction or Dissatisfaction with Assistance Received

TABLE 6.19
Response Distribution to Item 17 Concerned with Degree
of Satisfaction or Dissatisfaction with Assistance Received

Item	Groups	Very Dissat.		Dissatisfied		Satisfied		Very Satisf.		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
18. Satisfaction with the material on educational opportunities available to students?	Teachers	25	41.7	17	28.3	17	28.3	1	1.7	60	100.0
	Principals	6	30.0	6	30.0	6	30.0	1	5.0	20	100.0
19. Satisfaction with the material on vocational opportunities available to students?	Teachers	22	36.7	22	36.7	13	21.7	3	5.0	60	100.0
	Principals	6	30.0	7	35.0	6	30.0	1	5.0	20	100.0

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As a result of the lack of any actual guidance counseling activities in this field, it is a fact that the parents and friends are the students' first choice in securing information about occupations and educational information in the community. The guidance program in Algeria did not seem to play a role in both situations despite the fact that it was perceived as the students' first choice.

Fifth, the last aspects concerning information dealt with the availability of orientation programs in fundamental and high schools. (Table 6.12) include responses to Item 8 which deals with the amount of assistance received by the students from the guidance counselors in getting adjusted to secondary schools upon entering. The data presented in this Item (see Item 8) show that more than 83% of the teachers and more than 75% of the principals indicated that the students received no help (or a little) in adjusting to secondary schools. Thus, the fact that only 16% of teachers and 25% of principals indicated that the guidance orientation program resulted in "much" and "very much" adjustment on the part of the students is not a healthy sign regarding the orientation program in Algeria.

In short, the importance of the role of the guidance counselor, affirmed by the fact that both groups perceived the guidance counselors as the students' first choice in this connection (Table 6.13, Item 6), is clearly significant.

6.7.4 D. Adequacy of Counseling Received by Students:

Three aspects in regard to the adequacy of counseling help were considered in the questionnaire. These are the adequacy of the counseling process in relation to vocational help, comprehensive appraisal of the students, and the help the students received in developing effective study habits.

First, in regard to the role of counseling services in helping students to secure jobs, it was found that the degree of principals/teachers satisfaction regarding the help students received from the guidance counselors concernig their future vocational plans was

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covered in (Table 6.12, Item 14). Principals and teachers satisfaction with the help the students received from guidance counselors in chosing a job or vocation was covered in Item 20. The high percentage indicated "very dissatisfied" and "dissatisfied" with the role of guidance counselor in this regard (Items 14 and 20, Table 6.12). Thus, parents and friends are perceived as the students' first choice of help in their future vocational plans. As for as securing employment for the students after leaving the school, more than 95% of the teachers and more than 55% of the principals were "very dissatisfied" or "dissatisfied" (Item 20). While the similarity of the perceptions leads to the inference that all are aware of the deficiency in this area, still many factors have to be considered in relation to the lack of such activities, which were discussed earlier in chapter four.

Second, Items 9 and 11, dealt with the role of school counseling programs in helping the students make appraisals of themselves. To a great degree, the responses of one group to both Items 8 and 11 were similar and correspond to the responses of the other group to both Items (Table 6.12, Items 9 and 11). As the table shows, more than 83% of the teachers and more than 75% of the principals reported that, first, the students did not receive any kind of assistance (or a little) in making a comprehensive appraisal of themselves (Item 9), second, the students did not receive any help (or a little) in planning their future (Item 11). The fact that 23.3% of the teachers and 25% of the principals responding to the first item and 16.7% of the teachers and 30% of the principals responding to the second item respectively reported that little help was received from the guidance counselors gives a clear indication that services are not performed well. The similarity of responces of the two groups to both items further substantiates that almost no help was received by students in these respects. It is obvious that in the absence of specialized guidance counselors and instruments, such a job cannot be carried out.

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Despite the little help the students received or did not receive at all from guidance counseling services, the importance of the guidance counselors in the school was perceived, by almost all of the students, principals, and teachers (Table 13, Item 6). Which means that the help the students received in securing assistance in planning their future even from their parents or other sources was poor in amount and quality, and therefore the students still seek the guidance counselors' help.

Third, the last part in this connection concerns the adequacy of the help the students received in developing effective study habits (Table 6.20, Item 12). The table shows that there is a great agreement among the two groups that the guidance counseling services did not help the students in developing efficient study habits. It was found that more than 85% of the teachers and a similar response of 85% of the principals indicated that the students did not receive any kind of help (or a little) from the guidance counselors. Such similarity of perceptions proves that the principals and the teachers along with students are aware of the role of guidance counseling services in this regard.

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Table 6.20

Pesponse Distribution to Item 12 Concerned with Amount of Assistance Received

TABLE 6.20
Response Distribution to Item 12 Concerned with Amount of Assistance Received

Item	Groups	Very Much		Much		Little		None		Totals	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
12. The help provided in developing effective study habits?	Teachers	5	8.3	3	5.0	14	23.3	38	63.3	60	100.0
	Principals	1	5.0	2	10.0	6	30.0	11	55.0	20	100.0

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CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

A relatively brief survey of the existing social, educational and economic conditions in Algeria constitutes one aspect of this study. In this respect the researcher has aimed to give a clear picture of the existing school guidance and educational setting in Algeria as a whole. The researcher gave a picture of the basic guidance and counseling services in the United States and shed some light on the achievement of the Arab countries in this domain. In this line with the expressed needs and problems of students, school, and society, and on the strength of the relevant literature in this field, guidance and counseling in Islam were discussed. An appropriate program of guidance and counseling, synthesizing a combination of modern approaches and the "Hisbah" approach, was summarized.

The second section presents the conclusions that emerged from this descriptive study. The objective has been to determine the Algerian students and staffs' attitudes toward seeking professional guidance and psychological counseling services. The sample size was selected from the Algiers Metropolitan area students and school staff.

Eight significant factors dealing with students' attitudes and three factors dealing with school staffs attitudes were analyzed: recognition of personal need for professional help, interpersonal help regarding one's problems, confidence in guidance practioner, cultural awarness, willingness in seeking help, and resistance in seeking help. Also, the attitudes of the school staff towards awareness of the importance of guidance counseling and attitudes toward the services, amount of guidance assistance received by students, and degree of satisfaction or dissatisfaction with the received assistance, were analyzed.

The statistical analysis indicates significant differences among the different groups of the sample as they relate to gender, age, achievement level, family financial

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situation, and educational level. The major findings suggest that: (1) There is an openness and willingness to seek professional help. (2) There are significant differences among the Algerian students according to the five suggested variables in both fundamental schools and high schools. (3) While generalization cannot be drawn because of sample and measurement limitation in the case of the school staff, it is possible to speculate that there is a strong agreement concerning the need for the counselor's assistance in solving the students' problems. Also, there is a necessity for establishing an appropriate and systematic program of guidance and counseling between students and school staff (teachers and principals).

Finally, all students and school staff were much interested in this study and participated in it seriously. They checked all the (44) items on the student's questionnaires, and the (20) items on the school staff questionnaire. Also, the students answered all of the students/school staff communication items and the open question, freely. They requested early results of the study to get additional help with their problems. The researcher is hoping that the educational administration in Algeria will realize the great need for guidance and counseling in the Algerian schools, as found in the present study, and initiate a school program of guidance counseling to allow the rational channelling of students' flow in accordance with social and economic goals and national needs, but based upon ability and aptitude. Such step would eradicate the prevailing negligence and indifference in the matter of vocational education on the one hand and the undue emphasis on academic learning on the other.

The recommendations presented in this chapter grew out of the analysis of data, conclusions, and observations of the researcher. It appears that the problems of fundamental and high school students in Algeria will continue to persist and disturb the development and growth of adolescents. Some of these can be anticipated, prevented, overcome, or solved within homes, schools, and other community institutions through

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developed and appropriate guidance and counseling services. These recommendations are provided to give guidelines for policy and strategy for improving the role of parents, schools services, and institutions concerned about the welfare of young people and their problems of development and adjustment. All need to have a research component to their professional work.

Thus, the following recommendations should be taken in consideration:

1. Guidance and counseling programs should be established in all fundamental and high schools, including the main services staffed by traind specialists. Since guidance and counseling program does not exist, physical facilities were not included in the original plan of the school. Therefore, one or two rooms should be vacated to serve this purpose.
2. Curricular programs should provide all fundamental and high school students with instructions in career planning, educational and occupational opportunities and requirements, the labor market, and employment responsibilities.
3. More attention should be given to the role of the counselor as a consultant with teachers, facilitating the teachers' understanding of their students. Although this study did not deal with the perception of the parents and local community organizations regarding the guidance counseling process, it is important that the counselors make sure that they understand the importance of secondary school guidance and counseling.

   In the same vein, efforts should be made to encourage the counselor to visit and become better acquainted with the agencies in the area so that they may refer their students for specialized help.
4. The researcher believes that the school and counselor are not cognizant or sensitive enough to the needs of the school children. It should be obvious that the ratio of one counselor to four or five schools which in most often exeeds 7,500 students is

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not a realistic one and jeopardizes the counselor activities. Thus a guidance counseling service should be established in each school in which a ratio of one counselor to each 300 to 400 students should be realized.

5. Close cooperation and coordination between the Ministry of Education and the University in Algeria should be established in order to serve two aims: first, a graduate degree in guidance and counseling should be established instead of the two years Psychological Technique Diploma which is limited to tests and measurments only. Second, summer seminars should be given on guidance and counseling techniques for the school counselors.
6. Little is done in relation to guidance and counseling information services especially in the area of vocational opportunities. Although The information service exists but it is not an effective entity. It is carried by different people on different occasions. The Department of School Orientation in Algeria (D.S.O) should encourage each school to develop its own information service. It is very important to establish in each school an occupational information library. School should be encouraged to exchange the information they have on vocational and educational subjects. At the same time, professionals and different carreer personnel may be invited on a regular basis to talk to students about different occupations.
7. In view of the lack of appraisal and personality inventories which form an important part of the counselor's tools, a massive effort of all personnel concerned in the Ministry of Education and the University needs to be undertaken in order to obtain such instruments. Therefore, researches should be encouraged in test construction that are appropriate with the Algerian culture and train counselors to conduct them. In this regard, foreign tests may be adapted and re-standardized.
8. It is recommended that guidance and counseling services consider scheduling a one-hour interview with all fundamental and high school students at least once a

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year. This could be known as a psychological check-up, which would be very similar in school prestige to the physical check-up given by the school physicians. Since every student would experience this, there will be little danger of stigma to the individual being interviewed.

These interviews would have at least two advantages. Students already desiring professional help with their problems would have the opportunity to be helped. Those with problems, but not desiring professional help, would discover that a student-guidance counseling service is interested in them and their difficulties, and is eager to help them work out their problems.

Such a program as outlined above could significantly improve the emotional health of the student community. This program could relieve the students from many of their fears and anxieties that might otherwise retard their growth and development, and impare the total educational process in which they are involved.

9. Adolescents in Algeria should be helped to better handle their personal, social, educational, and vocational problems within the framework of the Islamic values. This will include the following:
   a. At home and through the community, adults should provide all students with acceptance, understanding, open communication, encouragement toward independence, personality development, broadening experience and freedom from unecessary fears and harsh punishments.
   b. Adolescents should be encouraged to participate in the labor force as part-time and summer students, arranged through school and community work study programs and employment services where possible.
   c. Special consideration should be given to all different types of education in order to reshape the content and the objectives of education. This reshaping should be based on Islamic work values for promoting positive work attitudes

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and skills.

10. The researcher suggests a future follow-up research study on the changes and development of Algerian youth attitudes and in the area of social planning and social development for increasing the capacities of Algerian people for achieving planned goals.

Although much work is needed to adopt such recommendations, still it is imperative that the decision-makers in the Ministry of Education give attention to these recommendations in order that an effective and appropriate guidance and counseling program can be established in Algerian fundamental and high schools.

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APPENDICES

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Appendix A

The Democratic and Popular Republic of Algeria

Ministry of National Education
Training Department
Number/597/M.F.T.T.A./86.

Algiers 4/28/1986
Derector of Training
To
Mr Abdou-elkadir E. Khiati
32 Av., Askri Ahcene B.E.O
Algiers

Subject: Permission to visit vocational institutions.

Reference: Your letter on 4/23/1986.

In answer to your letter mentioned above, I am honored to inform you that I accord you permission to visit the vocational institutions that are under the supervision of the Ministry of National Education to get the informations related to the research you are conducting for a doctoral degree. I would like you to submit to me the list of the institutions you wish to visit, and to inform me of the results of your research.

For the Minister and according to his delegation

Director of Training

B. Gholem Allah

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الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية
مديرية التكوين
رقم 517 م ت ت ت 86/

الجزائر في/ 28 AVR 1986

مدير التكوين

الى

السيد عبد القادر الامير خياطي
32 شارع عسكري أحسن - باب الوادي -
الجزائر .

الموضوع/ رخصة لزيارة المؤسسات التكوينية .
المرجع/ رسالتكم بتاريخ 1986/04/23م .

ردا على رسالتكم الوارد ذكرها في المرجع أعلاه ، يشرفني أن أحيطكم علما بأنني أرخص لكم في زيارة المؤسسات التكوينية الواقعة تحت اشراف وزارة التربية الوطنية و ذلك لايفادكم بالمعلومات التي لها علاقة بالبحث الذي تقومون به في اطار تحضير شهادة الدكتوراه . أرجو منكم أن توافوني بقائمة المؤسسات التي تنوون زيارتها و اعلامي بنتائج البحث الذي ستنجزونه .

عن الوزير و بتفويض منه
مدير التكوين

ب. عبد الله

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Appendix B

The Democratic and Popular Republic of Algeria

Ministry of National Education
Educational department of the State of Algiers
3, Street of El-Biar, Algiers
Number/119/N.M.F.T.T./DMT/86.
Algiers 4/16/1986
From the Derector of Education of Algiers State
To
Mr Abdou-elkadir E. Khiati

Subject: Permission to enter an institution.

I am honored to inform you that you are accorded permission to enter the following institutions:

1) El-Amir Abdelkader high school
2) Okba high school
3) Ibn Khaldoun high school
4) El-Arkem El-Makhzoumi high school
5) Mohamed Racim fuindamental school
6) Ali Ammar fundamental school
7) Ibn Khaldoun fundamental school

This permission is for the following purpose: to distribute to the students and teachers scientific questionnairs that are related to the subject of psychological counseling and professional guidance in the educational institutions.

For the Director of Education and
according to his order
The General Secretary

S. Saadouni

Copies to Mr's the Directors of the above mentioned institutions

For Execution

Atch's: Questionnaires

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الجمهورية الجزائرية الديمقراطية الشعبية
REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

وزارة التربية الوطنية
مديرية التربية لولاية الجزائر
3، نهج ابيبار
رقم : 119/ن.م.م.ت.ت./م ت/86

MINISTERE DE L'EDUCATION NATIONALE
DIRECTION DE L'EDUCATION
DE LA WILAYA D'ALGER
3, Rue d'El-Biar — ALGER
N°...

الجزائر، في 16 افريل 1986
Alger, le 1986
عن مدير التربية لولاية الجزائر
Le Directeur de l'Education de la Wilaya d'Alger

الى السيد (ة) . عبد القادر الامير الخياطي .
.....

Objet :
Réf. :

الموضوع: رخصة دخول الى مؤسسة.

يشرفني ان اخبركم انني امنح رخصة دخول الى المؤسسات المذكورة ادناه :

1) ثانوية الامير عبد القادر باب الوادي — الجزائر
2) ثانوية عنتهة باب الوادي
3) ثانوية ابن خلدون باب الوادي + ثانوية الارمي
4) المدرسة الاساسية محمد راسم
5) المدرسة الاساسية علي عمار باب الوادي — 6) المدرسة الاساسية ابن خلدون

و ذلك للسبب التالي : لتوزيع استمارات على التلاميذ والتعليمات تتعلق بالتوجيه والارشاد النفسي في المؤسسات التعليمية

عن مدير التربية وبأمر منه
المدير الفرعي للتعليم الثانوي

نسخ الى السادة مديري المؤسسات المذكورة اعلاه للتنفيذ

الوثائق المرفقة:
استمارات

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Appendix I

Guidance and Counseling Attitudes' Scale

Below are a number of statments pertaining to guidance and counseling. Please read statement carefully and indicate your:

A. Agreement = 3

B. Probable Agreement = 2

C. Probable Disagreement = 1

D. Disagreement = 0

Please expréss your frank opinion in rating the statements. There are no "wrong" answers, and only right ones are whatever you honestly feel or believe. It is important that you answer each item.

School:_____

Age:_____

Sex:_____

Awards:_____

Family Financial Situation:_____

Educational Level:_____

Wilayat of Origine:_____

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	Agree (3)	Probably Agree (2)	Probably Disagree (1)	Disagree (0)
1. I am interested in having information about vocational education as much as about academic education.				
2. If a good friend asked my advice about a personal or educational problem, I might recommend that He or She see a counselor or psychologist.				
3. The existing program of orientation fulfils most of the Algerian high and fundamental schools students'needs.				
4. A student with a "strong" character can get over socio-psychological problems alone and would have little need for counselor or psychologist.				
5. As a Muslim my principale is ordering good and forbiding evils for myself and others.				
6. For me, guidance and counseling are not worth the time and effort required.				
7. I would willingly confide intimate matters to an appropriete person or a member of my family, if I thought it might help me .				
8. I would rather live with certain socio-psychological or educational problems than go through the ordeal of getting guidance and counseling help.				
9. I care for life and wefare of my relatives, my neighbors and all Muslims at lage and expect the same thing from them.				
10. There are certain problems which should not be discussed outside one's				

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	immediate family.				
11.	I am seeking information about academic education more than about vocational education.				
12.	If, I believed I was having a severe personal problem or weaknesses in performance, my first inclination would be to seek professional attention.				
13.	Keeping one's mind on the job is a solution for avoiding personal worries and concerns.				
14.	The existing program of orientation does not satisfy my needs and vocations.				
15.	In the western societies people show no interest in the life and welfare of their relatives and neighbors whether they live in the suburbs or in the city.				
16.	My need for information about vocational as well as academic education is the same.				
17.	I resent a person who wants to know about my personal difficulties whether he/she is professionslly trained or not.				
18.	I would want to get guidance and counseling attention if I was worried or upset for av long period of time.				
19.	For me the idea of talking about problems with a counselor or a psychologist is a poor way to get rid of personal and/or educational conflicts.				
20.	My need for a systematic program of guidance and counseling is stronger than my need for the existing program of orientation.				

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21	I expect the counselor/psychologist to be more directive and nucturing authority figure while I assume a more passive role.				
22.	It is probably the best not to know everything about oneselfe.				
23.	My need for information about academic education is more than my need for information about vocational education.				
24.	There is something admirable in the attitude of a student who is willing to cope with his conflicts and fears without resorting to professional help.				
25.	At some future time I might want to have guidance and counseling.				
26.	I expect the guidance counselor to guide me towards what I should do and how to do it, more than to help me discover my abilities.				
27.	My need for a systematic program of guidance and counseling does not differ from my need for the existing program of orientation.				
28.	I do not fill that my actual major fulfills and fits my real need, and vocation.				
29.	If, I thought I needed guidance and counseling help, I would get it however are the guidance and counselor				
30.	There are times when I have left completely lost and would have welcomed professional advice for a personal or emotional problem.				
31.	Emotional difficulties, like many things, tend to work out by themselves.				

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32. I would rather be advised by a close friend than by a counselor even for an emotional problem.					
33. There are experiences in my life I would not discuss to anyone.					
34. A student should work out his/her own problems, getting guidance and counseling would be the last resort.					

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فيما يلي هناك جملة من العبارات المتعلقة بالارشاد التوجيهي والارشاد النفسي .

الرجاء منك قراءة كل عبارة بتمعن وبيّن رأيك حسب السلم التالـــي :

أ ـ الموافقـة 4

ب ـ امكانية الموافقة 3

ج ـ امكانية المعارضة 2

د ـ المعارضـة 1

الرجاء أن تعبر عن رأيك بكل صراحة في اختيار العبارات . واعلم (ي) أنه ليس هناك جواب " خاطيء ". وأن الجواب الوحيد الصحيح هو ذلك الذي يعبر بصدق عمـا تشعر به أو تعتقده . وأنه من المهم جدا أن تجيب عن كل العبارات المذكورة .

المدرسة : .. .. الدخل العائلي : .....

السن : ..... ولاية الاصـــل : .....

الجنس : ذكر ( ) أنثى ( ) فرع التخصص : .....

إجازات وعقوبات : .....

	أوافق	ممكن أوافق	ممكن أعارض	أعارض
1 . إنني مهتم بالحصول على معلومات حول التعليم المهني تماما مثلما أنني مهتم بالحصول على معلومات حول التعليم الأكاديمي .	4	3	2	1
2 . إذا سألني صديق نصيحتي حول مشكلة شخصية أو مشكلة تربوية فمن الممكن أن أقترح عليه أن يرى مرشدا نفسيـا أو مختصا في علم النفـــــس .	4	3	2	1

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	أوافق	ممكن أوافق	ممكن أعارض	أعارض
3. ان البرنامج الحالي للتوجيه (المدرسي والمهني) يلبي معظم حاجات تلاميذ الثانوى والاساسي .	4	3	2	1
4. التلميذ القوى الشخصية يستطيع أن يتغلب على المشاكل النفسية والاجتماعية بمفرده دون حاجة كبيرة الى المرشد النفسي أو المختص في علم النفس .	4	3	2	1
5. كمسلم فان مبدئي هو الامر بالمعروف والنهي عن المنكر لنفسي وللآخرين .	4	3	2	1
6. في رأيي ،فان الارشاد التوجيهي والارشاد النفسي لا يستحقان الوقت والجهد المطلوب للقيام بهما .	4	3	2	1
7. يمكنني بارادتي أن أيسّر (أبوح) بالأمور الخاصة لشخص مناسب أو لاحد أفراد عائلتي ، اذا رأيت بأن ذلك سيساعدني .	4	3	2	1
8. أفضل أن أعيش بمشاكل نفسية / اجتماعية أو تربوية بدلا من أن أكلف نفسي عناء الحصول على مساعدة الارشاد التوجيهي والارشاد النفسي .	4	3	2	1
9. أعتني بحياة ورفاهية أقربائي ، جيراني وعامة المسلمين وأتوقع نفس الشيء منهم .	4	3	2	1
10. يوجد هناك بعض المشكلات التي لا يجب التحدث بها خارج العائلة القريبة لأحد .	4	3	2	1

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	أوافق	مكن أوافق	مكن أعارض	أعارض
11. إنني أبحث عن معلومات حول التعليم الأكاديمي أكثر مما أبحث عن معلومات حول التعليم المهني .	4	3	2	1
12. لوكنت أعتقد أني أعاني من مشكل شخصي حاد أو ضعف في التحصيل المدرسي فان رغبتي الاولى ستكون في البحث عن العناية المتخصصة .	4	3	2	1
13. إن انشغال ذهن شخص ما بالعمل هو الحل لتفادي المخاوف الشخصية والقلق .	4	3	2	1
14. ان البرنامج الحالي للتوجيه (المدرسي والمهني) لايشبع حاجاتي وميولي .	4	3	2	1
15. لايبدي الناس في المجتمعات الغربية أي اهتمام بحياة ووضعية أقاربهم وجيرانهم الاجتماعية . سواء كانوا يقيمون في الارياف أو في المدن .	4	3	2	1
16. ان حاجتي للمعلومات حول التعليم المهني تساوي حاجتي للمعلومات حول التعليم الأكاديمي .	4	3	2	1
17. أنا أرفض أي شخص يريد أن يعرف خصوصياتي ومشاكلي الشخصية سواء كان هذا الشخص مدربا مختصا أم لا .	4	3	2	1
18. سأريد الحصول على عناية الارشاد التوجيهي والارشاد النفسي اذا ما كنت قلقا أو مضطربا لوقت طويل .	4	3	2	1
19. في رأيي ، ان فكرة الحديث عن المشاكل مع المرشد النفسي أو السيكولوجي هي عبارة عن أسلوب ضعيف للتخلص من المشاكل والمضرعات الخاصة و/أو المتعلقة بالدراسة .	4	3	2	1

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	أوافق	ممكن أوافق	ممكن أعارض	أعارض
20. حاجتي الى برنامج منظّم في الارشاد التوجيهي والارشاد النفسي أقوى من حاجتي إلى البرنامج الحالي للتوجيه .	4	3	2	1
21. إنني أفكر أن يكون المرشدون النفسيون والسيكولوجيون متأهبين وذوي شخصية قوية بينما أظن أن يكون دوري أكثر استجابة .	4	3	2	1
22. قد يكون من الأفضل عدم معرفة كل شيء عن الشخص الواحد .	4	3	2	1
23. حاجتي الى المعلومات عن التعليم الأكاديمي أكثر من حاجتي الى التعليم المهني .	4	3	2	1
24. هناك شيء من الإعجاب في موقف التلميذ الذي يريد ان يكون مستوى مواجهة صراعاته ومخاوفه دون أن يلجأ الى مساعدة متخصصين .	4	3	2	1
25. قد أريد في المستقبل الاستعانة بالارشاد التوجيهي والارشاد النفسي .	4	3	2	1
26. أتوقع من المرشد النفسي أن يوجهني نحو ماينبغي لي أن أفعله وكيف أفعله أكثر من أن يساعدني في اكتشاف قدراتي .	4	3	2	1
27. حاجتي الى برنامج منظّم في الارشاد التوجيهي والارشاد النفسي لاتختلف عن حاجتي الى البرنامج الحالي في التوجيه .	4	3	2	1
28. لاأشعر أن تخصصي الحالي يشبع ويطابق حاجتي الحقيقية ورغبتي .	4	3	2	1

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	أعارض	مكن أعارض	مكن أوافق	أوافق
29. إذا رأيت بأنني محتاج الي الارشاد التوجيهي والارشاد النفسي فاني سأحصل على هذه المساعدة كيفما كان الارشاد التوجيهي والمرشد النفسي .	1	2	3	4
30. هناك أحيانا شعرت فيها بضياع تام وكنت قد أرحب فيها (لو أتيح لي ذلك) بنصيحة متخصصين حول مشكلة خاصة أو عاطفية.	1	2	3	4
31. المشكلات العاطفية مثل باقي الأشياء ، يمكن أن تُحلّ وحدها .	1	2	3	4
32. أفضّل أن آخذ النصيحة من صديق حميم بدلاً من مرشد نفسي ولو كان ذلك حول مشكلة عاطفية .	1	2	3	4
33. يوجد هناك في حياتي تجارب قد لا أحدثّ بها أيّ إنسان .	1	2	3	4
34. ينبغي أن يَعْتمدَ التلميذ (ة) الى حل مشكلاته (ها) الخاصة وحده (ها) على أن يكون اللجوء الى الارشاد التوجيهي والارشاد النفسي كآخر مرجـــع .	1	2	3	4

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Appendix II

The Students Motivation Scale

Place a circle aroud the number that indicates how often you do these things, using the following key:

Never = 1
Seldom = 2
Occasionally = 3
Fairly Often = 4
Always = 5

	Never (1)	Seldom (2)	Occasionally (3)	Fairly Often (4)	Always (5)
1. I make "Istikhara Prayer" when faced with a problem or difficult decision.					
2. I feel that my problems are not important enough to discuss with anyone.					
3. I discuss my problems with a member of my family.					
4. I discuss my problems with adult friends who are not family members or school staff.					
5. I feel that my problems are merely part of living and therefore must be endured.					
6. I would like to discuss my problems with an Imam.					
7. I discuss my problems with friends aroud the same age as I am.					
8. I talk to several different people about my problems to get different views.					
9. I feel that there is no one in					

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the world who can help me solve my problems.					
10. I like to solve my problems without any assistance.					

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STUDENTS/SCHOOL STAFFS COMMUNICATION DATA

How many people on the school staff do you Know?_____

Refering to the number of people you know on your staff, answer the following questions. Write your answer in the blank space next to each question.

____1. How many members of the school staff would make time to discuss your problems with you?

____2. How many members of the school staff do you feel are qualified to help you with your problems?

____3. How many member of the school staff do you feel you could easily talk with about your problems?

____4. How many members of the school staff are favorly impressed by you?

____5. How many members of the school staff would you be happy to talk to about your problems?

____6. How many members of the school staff do you feel would be understanding if you talk to them about your problems?

____7. How many members of the school staff do you feel would keep your problems confidential?

ANSWER TRUE OR FALSE

On at least one occasion during my life, I sought or received professional help for a personal and/or school related problem.

True_____ False_____

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مقياس اتجاه حول الارشاد التوجيهـــــــي

المدرسة : ..... الدخل العائلي : .....

السن : ..... ولاية الأصل : .....

الجنس: ذكر ( ) أنثي ( ) فرع التخصص: .....

ضع دائرة حول الرقم الذى يدل على مدى قيامك بالاء شياء المذكورة أسفلـــــه ،

مستعينا في ذلك بالمفاتيح التاليـــة :

أ - أبدا 1

ب - نادرا 2

ج - في بعض الأحيان 3

د - في كثير من الأحيان 4

ر - دائمـــا 5

1. أستخير الله عندما تواجهني مشكلة أو قرارات صعبة	1	2	3	4	5
2. أشعر بأن مشاكلي ليست ذات أهمية كافية حتي أختبث بها شخصا مـــا .	1	2	3	4	5
3. أتحدث عن مشاكلي مع فرد من عائلـــتي.	1	2	3	4	5
4. أتحدث عن مشاكلي مع أصدقاء راشدين ليسوا من أعضاء عائلتي أو من مستخدمي المدرسة .	1	2	3	4	5
5. أشعر بأن مشاكلي ببساطة جزء من متطلبات الحياة وبالتالي يجب تحملها .	1	2	3	4	5
6. أحبذ أن أتحدث عن مشاكلي مع إمام .	1	2	3	4	5
7. أتحدث عن مشاكلي مع الأصدقاء الذين هم في مثل سني .	1	2	3	4	5

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8. أتكلم مع عدد مختلف من الناس حول مشاكلي لكي أحصل على وجهات نظر مختلفة .	5	4	3	2	1
9. أشعر بأنه لا يوجد شخص في العالم يستطيع أن يساعدني في حل مشاكلي .	5	4	3	2	1
10. أحب أن أحل مشاكلي بدون أي مساعدة .	5	4	3	2	1

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ماهو عدد الأشخاص من مستخدمي المدرسة الذين تعرفهـــــم؟ . . . . . .

إستنادا الىّ عدد الأشخاص الذين تعرفهم من مستخدمي مدرستك ، أجب عن الأسئلة التالية ، واكتب جوابك في المكان المخصص لذلك مقابل كل سؤال .

. . . . . 1. ماهو عدد الأفراد من مستخدمي المدرسة الذين يخصّصون لك وقتا للحديث عن مشاكلك ؟

. . . . . 2. ماهو عدد الأفراد من مستخدمي المدرسة الذين تشعر أنهم مؤهّلون لمساعدتك في مشاكلك ؟

. . . . . 3. ماهو عدد الأفراد من مستخدمي المدرسة الذين تشعر أنك تستطيع الحديث معهم بسهولة عن مشاكلك ؟

. . . . . 4. ماهو عدد الأفراد من مستخدمي المدرسة الذين هم معجبون بك ؟

. . . . . 5. ماهو عدد الأفراد من مستخدمي المدرسة الذين ترتاح للحديث معهم عن مشكلاتك؟

. . . . . 6. ماهو عدد الأفراد من مستخدمي المدرسة الذين تشعر أنهم سيكونون متفهمين اذا تحدثت معهم عن مشاكلك ؟

. . . . . 7. ماهو عدد الأفراد من مستخدمي المدرسة الذين تشعر أنهم سيحتفظون بسرّ مشاكلك ولا يبوحون به ؟

أجب بصحيح أو خـــطأ

هناك على الأقل في مناسبة واحدة خلال حياتي ، بحثت فيها أن أتلقى أو تلقيت مساعدة من طرف متخصّصين لمساعدتي في (حل) مشكلة خاصة أو مشكلة متعلقة بالدراسة .

صحيـح : ( ) خطـأ : ( ) .

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Appendix III

Questionnaire For Fundamental and High School Principals and Teachers in Algeria

This questionnaire is planned to discover the kind of reactions fundamental and high school principals and teachers have toward fundamental and high school orienytation "guidance" program. Its ultimate contribution to the guidance counseling field in Algeria will depend upon your cooperation. To encourage frank and honest answers to the questions asked, we are not asking you to sign your name.

Sex: Male ( ) Female ( )

Age:_____

Marrital status: Single ( ) Married ( )

Qualification and field of specialization:_____

Teaching Experience:_____

Number of students in the school:_____

DIRECTIONS

Some of the questions which follow need only one answer with a check. Read each question carefully and be sure that you answer the question as it applies to you.

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I. Please indicate your choice by placing a check ( ) in the appropriate blanck. The questions apply to the entire time the students were in fundamental or high school and the help received in school. Answer "Yes" or "No" if possible, even when the answeris a general one.

	Yes (1)	No (2)	Not Sure (3)
1. Did the students received assistance in planning their secondary school programs?			
2. Do you think the students' secondary program was appropriate to them?			
3. Do you feel as though the students' particular interests were met by the program they followed?			
4. Did the students received information concerning the results of their school tests?			
5. Were the students informed of their ability to do college work?			
6. Do you think the guidance counselor's job is an important one?			

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II. After the following statments please put a check ( ) in the blanck you think appropriate.

The students received assistance from the consultant in:

	None (1)	Little (2)	Much (3)	Very Much (4)
7. Selecting their secondary program.				
8. Getting adjusted to secondary school upon entering.				
9. Making a comprehensive appraisal of themselves.				
10. Becoming informed of educational opportunities and requirements.				
11. Planning the students' future with relationship to their own abilities.				
12. Developing effective study habits.				

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III. For the following items please indicate your choice by putting a check ( ) in the appropriate blanc. These statements apply only to the help the students received from the school consultant. To what extent were you satisfied with:

	Very Dissat-isfied (1)	Dissatis-fied (2)	Satis-fied (3)	Very Satis-fied (4)
13. The opportunities for contacts with the consulants?				
14. The help the students received concerning vocational plans?				
15. The extent to which the consultant knew the students?				
16. The encouragement the students received from the consultant?				
17. The help the students received in planning their secondary school program?				
18. The material on educational opportunities available to students?				
19. The material on vocational opportunities available to students?				
20. The help the students received in choosing a part-time/full time job or vocation in summer breack or after leaving secondary school?				

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استفتاء لمديري ومديرات ومعلمـــــي
ومعلمات المدارس الثانوية والأساسيـة

إن الغرض من هذا الاستفتاء هو الوقوف على اتجاهات المديرين والمديرات والمعلمين والمعلمات في المدارس الثانوية والأساسية اتجاه برنامج التوجيه المدرسي والمهني للحالي .

ان اجابتك الواضحة والصريحة على هذا الاستفتاء سوف تساعد على اعطاء صورة واضحة عن برنامج التوجيه في الجزائر .

حرصا على ان تكون استجابتك صريحة فانه ليس من المطلوب ان تكتب اسمك على هـذه الاستمـارة .

الجنس : ذكر ( ) أنثى ( ) الحالة الاجتماعية : متزوج ( ) أعزب ( )

العمر :..... عـدد طلاب المدرســة :.....

المؤهل التربوي (مع ذكر التخصص):.....

سنوات الخبرة في التدريـس :.....

اقرأ السؤال بعناية وتأكد بأن اجابتك تتفق مع واقع العمل التوجيهي الحالي وتتفق مع وجهة نظـرك .

القسم الاول : ضع علامة (✓) في الخانة المناسبة :

	نعـــم	لا	غير متأكد
1. هل حصل التلاميذ على مساعدة في اختيار تخصصهم في المرحلة الثانوية (علمي ، ادبي ، رياضيات ، تقني)؟	.	.	.
2. هل تعتقد بأن اختيارهم لهذا التخصص كان مناسبا لهـــم ؟	.	.	.
3. هل تعتقد بأن هذا التخصص قد أشبع ميول التلاميذ؟	.	.	.
4. هل أجريت للتلاميذ أية اختبارات لمعرفة قدراتهم (أو استعداداتهـــم) ؟	.	.	.
5. هل اجريت للتلاميذ أية اختبارات لمعرفة ميولهم ؟	.	.	.
6. هل تعتقد بأن وظيفة المرشد النفسي في المدرسة مهمـــة . ؟			

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القسم الثاني : لقد حصل التلاميذ على مساعدة من المستشار المكلف بالتوجيه في :

	بدرجة كبيرة جدا	بدرجة كبيرة	بدرجة قليلة	لم يحصلوا
7 . في اختيارهم لتخصصهم في المدرسة الثانوية (علمي ، ادبي ، رياضيات ، تقني)	.	.	.	
8 . في التكيف لأوضاع وحياة المدرسة الثانوية عند دخولهم المدرسة لأول مرة .	. .	.	.	.
9 . في تقييم قدراتهم وامكانياتهم الذهنية والنفسية والاجتماعية بشكل عام .	.	.	.	.
10 . في تقييم اختبارات تحصيلهم وذكائهم وميولهم (في حالة توفرها) .	.	.	.	.
11 تخطيط مستقبلهم في ضوء قدراتهم وامكانياتهم الذهنية والنفسية .	.	.	.	.
12 . في تنمية عادات دراسية فعالة .	.	.	.	.

القسم الثالث: ان هذه العبرات تنطبق على المساعدة التي حصل عليها التلاميذ من المستشار المكلف بالتوجيه المدرسي والمهنـــي (ان وجد ت) . ماهي درجة رضاك بالنسبة لمايلـــي :

	راض جدا	غير راض جدا	راض	غير راض
13 . فرص الاتصال بالمستشار المكلف بالتوجيه ؟	.	.	.	.
14 . المساعدة التي حصل عليها التلاميذ والمتعلقة بخطط العمل في المستقبل ؟	.	.	.	.
15 . درجة معرفة المستشار للتلاميذ ؟	.	.	.	.
16 . التشجيع الذي حصل عليه التلاميذ من المستشار (ان وجد) ؟	.	.	.	.
17 . المساعدة التي حصل عليها التلاميذ في اختيارهم لتخصصهم في المدرسة الثانوية ؟	.	.	.	.
18 . مادة المعلومات المتعلقة بالاحتياجات التعليمية ومدى توفرها ؟	.	.	.	.

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	راض جدا	راض	غير راض جدا	راض
19. مادة المعلومات المتعلقة بالاحتياجات المهنية ومدى توفرها ؟	.	.	.	.
20. المساعدة التي حصل عليها التلاميذ في اختيارهم لأية وظيفة او مهنة مؤقتة او دائمة في العطلة الصيفية او بعد التخرج.	.	.	.	.

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