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| RESEARCH ARTICLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenges of Implementing Guidance Practices in Light of Modern Information Technology: An Exploratory Field Study in Ouargla |                                          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Doi Serial                                                                                                                     | https://doi.org/10.56334/sci/8.7.26      |
| Keywords                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Guidance Practices, School Guidance Counselor, Modern Information Technology, Digitization.                                    |                                          |
| Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                |                                          |
| <p>This study investigates the challenges associated with implementing guidance practices within the realm of contemporary information technology. Utilizing a descriptive exploratory methodology, a survey was meticulously crafted to gauge these complexities. Rigorous validation and reliability assessments were conducted on the survey before its distribution to a primary cohort of 100 high school guidance counselors. The responses were methodically analyzed using SPSS software (version 22), yielding key insights:</p> <ul style="list-style-type: none"><li>• The level of challenges encountered in implementing guidance practices within modern information technology contexts is moderately challenging.</li><li>• No statistically significant variances were found in the perceived challenges among guidance counselors when differentiated by educational attainment, hierarchical status (senior vs. regular), or years of experience.</li></ul> |                                                                                                                                |                                          |
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| <p>© 2025 The Author(s). Published by Science, Education and Innovations in the context of modern problems (SEI) by IMCRA - International Meetings and Journals Research Association (Azerbaijan). This is an open access article under the CC BY license (<a href="http://creativecommons.org/licenses/by/4.0/">http://creativecommons.org/licenses/by/4.0/</a>).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                |                                          |
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## Introduction

The objective of educational guidance is to facilitate students' awareness of their capabilities, preparedness, and personal aspirations, aiding them in selecting appropriate academic specializations. It further aims to address their psychological and educational challenges, thereby fostering psychological, social, and academic well-being and enabling sound decision-making.

Amidst rapid technological advancements, particularly in educational sectors, digitization significantly enhances the efficiency of educational counsellors by streamlining student data management during evaluations and guidance sessions. This digital transformation not only elevates the quality and precision of information but also accelerates communication among all stakeholders in the educational ecosystem—teachers, students, parents, and counselors—thereby simplifying the management of extensive student populations.

The advent of modern technology incorporates the deployment of advanced communication tools across various media, including computers, network systems, and multimedia components (audio, visuals, graphics). It encompasses search engines, electronic libraries, and internet portals, facilitating both remote and classroom-based educational delivery. These tools are designed to disseminate information to learners effortlessly, maximizing educational outcomes. (Abdel Raouf, 2015: 26)

## Concept of Digitization:

"Digitization involves transforming data into a digital format that can be processed by computers. In the context of information systems, digitization typically refers to converting printed texts or images into binary code via scanning techniques, thereby enabling their display on computer screens." (Boutabba Mourad, 2021: 40)

### Goals of Modern Technology:

According to Mehri (2006), the objectives of digitization encompass:

- **Preservation:** Digital media exhibit a higher resistance to physical degradation compared to traditional paper media, which are vulnerable to a variety of damages.
- **Storage:** For example, a single CD can house thousands of pages, providing a compact, efficient storage solution.
- **Sharing:** Digitization facilitates the simultaneous access of documents by hundreds via networks, particularly the internet, enhancing collaborative possibilities.
- **Speed of Retrieval and Ease of Use:** Digital systems are distinguished by their swift document retrieval capabilities, enabling users to access digitally converted documents and office materials in seconds, markedly faster than traditional methods. (Batat Nourredine, 2021: 133)

### Advantages of Using Modern Technology in Guidance and Counseling:

- Rapid access to and processing of voluminous information.
- Significantly enhanced efficiency and proficiency in administrative and guidance tasks.
- Effective resolution of psychological and educational challenges.
- Ability to manage and address the needs of large student cohorts effectively.
- Utilization of interactive or advanced multimedia elements such as audio, images, videos, and animations enrich the counseling experience.
- Facilitation of experience exchange among educational counselors through the adoption of creative methodologies and diverse technological techniques.

### Challenges of Using Modern Technology in Guidance:

- Encountering specific obstacles related to resource and equipment shortages, including limitations in available media devices.
- A gap in expertise and competence concerning digital counseling methodologies.
- Resistance among some counselors towards transitioning from traditional face-to-face to digital counseling modalities.
- A general deficiency in training for the effective use of digital platforms among some educational counselors.

According to the ministerial publication on digitization (No. 230 dated January 31, 2018), under Article 25 of the Educational Guidance Law No. 09-04, the adoption of technological media by educational counselors not only facilitates broader connectivity with students but also streamlines the guidance process, offering substantial psychological support while simultaneously reducing effort and time required.

### Definition of Electronic Educational Counseling:

Electronic Educational Counseling is delineated as the interaction between counselors and counselees via the internet, employing technological means to deliver counseling services. (Al-Lahiyati, 2012: 14)

### Role of an Educational Counselor:

An educational counselor, or school guidance counselor, is a professionally qualified individual actively engaged in utilizing educational media for psychological support and academic guidance.

This role encompasses a broad spectrum of responsibilities including assessment, psychological and educational counseling, and continuous monitoring. Such counselors are pivotal in aiding students to align their educational paths with their inherent skills, assisting them in understanding their real capabilities and challenges, and devising strategies to address these issues effectively.

The concept of guidance is intricately designed to assist individuals in understanding themselves -their problems, skills, predispositions, and preferences- enabling them to adapt to their social environments and achieve comprehensive personal growth. (Al-Asadi, 2003: 44)

Al-Khatib (2003) highlighted the various challenges that impede the efficacy of educational guidance, directly impacting the performance of guidance counselors in their roles. These obstacles are pivotal in shaping the operational environment of counselors (Al-Khatib, 2003: 61).

A recent study conducted by Hadbi and Ousmani (2024) investigated the challenges faced in guidance and counseling within secondary education. The findings suggest variances among school guidance counselors based on seniority, though no significant differences were noted concerning their areas of specialization.

Lakhdar Ben Hamed (2023) delved into the multifaceted barriers to effective school guidance, categorizing them into administrative, counselor-specific, and those pertaining to interactions with parents and students. This comprehensive study sheds light on the complex landscape of educational guidance challenges.

Hamzawi Souha (2015) identified material constraints as a significant hurdle, particularly the shortage of essential resources like computers and internet access in counselor offices. Despite these material challenges, experienced counselors (with over five years in the field) reported a higher effectiveness in fulfilling their duties. Conversely, less experienced counselors expressed a crucial need for targeted training programs to surmount these barriers and enhance their operational capacity (Hamzawi, 2015: 85, 88).

Farah and Amoudi (1995), in their study on the difficulties encountered by educational counselors in Jordanian schools, pointed out several technical issues related to training and preparation. Notably, the study highlighted differences attributed to the counselors' experience levels but found no significant impact related to academic qualifications (Farah and Mansour, 2022: 4).

Faisal Chahra and Mustafa Mansour (2022) explored the counseling process from the perspective of guidance counselors in Al-Wadi, noting personal challenges, those related to the stakeholders of the counseling process, and the broader social environment. The study emphasized that the most significant barriers were linked to inadequate diagnostic and counseling tools, which were affected by the rapid technological advancements and societal changes (Chahra and Mansour, 2022: 15).

The aforementioned studies collectively underscore the multifaceted challenges that guidance counselors face, ranging from personal and material issues to broader systemic and technological obstacles. Despite the diverse findings across different studies, the overarching theme points to a critical need for enhanced resources and training to address both human and material deficiencies.

This underscores a broader trend where technical and technological difficulties in counseling remain underexplored, attributed to the relatively recent integration of these elements into the educational and counseling frameworks.

### Study Questions:

1. What is the level of difficulty in implementing guidance practices among guidance counselors in the context of modern information technology?
2. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on educational level (Bachelor's or Master's)?
3. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on the type of counselor (regular or senior)?
4. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on seniority?

### Study Significance:

This research is pivotal as it delves into the impact of digitization within the educational sector, particularly in relation to the roles of school guidance counselors and student counseling. It aims to dissect the challenges faced in the adoption of guidance practices amidst the burgeoning sphere of digital technology.

By understanding these challenges and formulating effective strategies, the study seeks to mitigate these difficulties, thereby refining both the counseling and guidance mechanisms. The utilization of digital platforms in guidance

facilitates the monitoring of students' academic preferences, the analysis of their performance outcomes, and provides a robust framework for psychological counseling, all while enhancing the efficiency and accuracy of administrative processes.

### Study Objectives:

The principal aim of this study is to investigate the complexities involved in the implementation of guidance practices among school guidance counselors within a technologically advanced setting. This involves examining the origins of these difficulties, the strategies employed by counselors to manage them, their impact on the counselors' professional efficacy, and proposing potential resolutions to these challenges.

### Operational Definition:

For the purposes of this study, the **"difficulties in implementing guidance practices"** are defined as the array of obstacles that impede school guidance counselors during their interactions with digitization in guidance and counseling activities.

This includes challenges related to monitoring students' academic trajectories, providing guidance, assessing their yearly progress, offering psychological counseling, and facilitating effective communication. These difficulties are quantified based on the responses collected through a meticulously designed survey and reflected in the aggregate scores from the primary sample of the study.

### Study Limits:

- **Human Boundaries:** The sample consists of guidance counselors from high schools in Touggourt and Ouargla.
- **Time Boundaries:** The research was conducted in the year 2023.
- **Spatial Boundaries:** The geographical focus of the study is limited to the regions of Touggourt and Ouargla.

### Field Procedures of the Study:

#### Methodology:

Given the exploratory nature of the research, a descriptive exploratory method was deemed most suitable. This approach facilitates an in-depth understanding of the nuanced challenges faced by guidance counselors in adopting modern technology.

### Study Sample:

The study encompasses a sample of 100 school guidance counselors, selected randomly, with an equal distribution of 50 surveys in each of the two regions: Touggourt and Ouargla.

#### Characteristics of the Study Sample:

##### Educational Level of Guidance Counselors:

| Educational Level | Number |  |
|-------------------|--------|--|
| Bachelor's        | 47     |  |
| Master's          | 53     |  |
| Total             | 100    |  |

##### Rank: Regular or Senior Counselor

| Rank    | Number |
|---------|--------|
| Regular | 81     |
| Senior  | 19     |
| Total   | 100    |

**Seniority:** Less than 05 years of experience or more than 05 years of experience

| Seniority          | Number |
|--------------------|--------|
| Less than 05 years | 39     |
| More than 05 years | 61     |
| Total              | 100    |

### Description of the Study Survey:

A meticulously crafted survey was developed to ascertain the challenges faced by guidance counselors in integrating guidance practices within the framework of contemporary information technology. This survey comprises 16 meticulously curated items, offering respondents three possible responses: "No," "Sometimes," and "Yes." Each response is assigned a score on a rising scale from 1 to 3, respectively.

### Some Psychometric Properties of the Study Tool:

#### Firstly: Validity

##### Extreme Group Validity:

To evaluate the efficacy of the tool within a pilot sample comprising 30 students, extreme group validity was employed. Following the administration and scoring of the survey, individuals were ordered in descending fashion based on their total scores. The top and bottom 27% were identified for further analysis.

Mean scores and standard deviations were calculated for both the upper and lower segments of this distribution. Subsequently, a t-test was conducted using the statistical package SPSS, with the results detailed below:

**Table (01): Results of Extreme Group Validity for the Study Tool**

| Group | Sample | Mean  | Standard Deviation | Computed t | Degrees of Freedom | sig value | Significance Level |
|-------|--------|-------|--------------------|------------|--------------------|-----------|--------------------|
| Lower | 8      | 32.50 | 0.75               | 8.21       | 14                 | 0.000     | 0.05               |
| Upper | 8      | 23.75 | 2.91               |            |                    |           |                    |

The computed t-value of 8.21, significant at 14 degrees of freedom (sig = 0.000, which is below the significance threshold of 0.05), demonstrates discernible differences between the upper and lower groups. This indicates that the survey tool exhibits a commendable level of validity, qualifying it for application in the main study.

#### Secondly: Reliability

**Cronbach's Alpha Reliability:** Reliability assessment was executed on the pilot sample by calculating the Cronbach's alpha coefficient, which was determined to be 0.54 as shown in the table below:

**Table (02): Cronbach's Alpha Reliability Coefficients for the Study Tool**

| Number of Items | Cronbach's Alpha |
|-----------------|------------------|
| 16              | 0.54             |

The reliability coefficient, as measured by Cronbach's alpha, is 0.54 for the entire tool. This suggests that the study tool possesses an acceptable level of reliability, making it suitable for use in the main study.

### Statistical Methods:

Data processing was performed using SPSS version 22. The statistical methods employed included:

- t-tests to compare two independent sample means for the calculation of extreme group validity and for analyzing the data pertaining to the study hypotheses.

## Study Results

### Presentation of the First Question Results:

1. What is the level of difficulty in implementing guidance practices among guidance counselors in the context of modern information technology?

**Table (03): Results of the First Question**

| Sample | Mean Score | Low Level | Medium Level | High Level |
|--------|------------|-----------|--------------|------------|
| 100    | 29.09      | 16 - 26   | 27 - 37      | 38 - 48    |

The sampled population of 100 guidance counselors recorded a mean score of 29.09 on the survey. This score places them within the medium level range, indicating that the difficulty level of integrating guidance practices in the realm of modern information technology among this group is moderate.

### Presentation of the Second Question Results:

2. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on educational level (Bachelor's or Master's)?

**Table (04): Results of the Second Question**

| Category   | Sample Size | Mean  | Standard Deviation | Computed t | Degrees of Freedom | sig value | Significance Level |
|------------|-------------|-------|--------------------|------------|--------------------|-----------|--------------------|
| Bachelor's | 47          | 29.57 | 3.20               | 1.35       | 98                 | 0.17      | 0.05               |
| Master's   | 53          | 28.66 | 3.49               |            |                    |           |                    |

The calculated t-value of 1.26 is not statistically significant at a significance level of 0.05 with 98 degrees of freedom (sig = 0.43). This indicates there is no significant difference in the challenges faced by regular versus senior counselors in implementing guidance practices within the context of modern information technology.

### Presentation of the Third Question Results:

3. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on the type of counselor (regular or senior)?

**Table (05): Results of the Third Question**

| Category          | Sample Size | Mean  | Standard Deviation | Computed t | Degrees of Freedom | sig value | Significance Level |
|-------------------|-------------|-------|--------------------|------------|--------------------|-----------|--------------------|
| Senior Counselor  | 19          | 28.21 | 3.55               | 1.26       | 98                 | 0.43      | 0.05               |
| Regular Counselor | 81          | 29.29 | 3.32               |            |                    |           |                    |

The computed t-value of 1.68, with a sig value of 0.09 at 98 degrees of freedom, does not reach statistical significance at the established threshold of 0.05. Consequently, there appears to be no significant difference in the difficulties encountered by guidance counselors of varying seniority levels in adopting guidance practices within a modern IT framework.

### Presentation of the Fourth Question Results:

4. Is there a difference in the difficulties of implementing guidance practices among guidance counselors in the context of modern information technology based on seniority?

**Table (06): Results of the Fourth Question**

| Category                     | Sample Size | Mean  | Standard Deviation | Computed t | Degrees of Freedom | sig value | Significance Level |
|------------------------------|-------------|-------|--------------------|------------|--------------------|-----------|--------------------|
| Less than 05 years seniority | 61          | 29.54 | 2.84               | 1.68       | 98                 | 0.09      | 0.05               |
| More than 05 years seniority | 39          | 28.38 | 4.01               |            |                    |           |                    |

The results from the table above indicate that the computed t-value (1.68) is not significant at 98 degrees of freedom, where the sig value equals 0.09, greater than the significance level (0.05). This suggests that there is no discernible difference in the difficulties of implementing guidance practices among guidance counselors based on seniority.

### Results Discussion

After statistically processing and presenting the study's results, it was concluded that:

\_ The level of difficulty in implementing guidance practices among guidance counselors in the context of modern information technology is medium. This reflects challenges that are primarily associated with a lack of resources and equipment, inadequate experience and competence in utilizing digital tools, and a deficiency in training specific to the use of electronic platforms.

\_ There are no significant differences in the difficulties of implementing guidance practices among guidance counselors based on educational level, rank (senior or regular), and seniority. This uniformity suggests that the existing challenges are pervasive across different demographics, indicating that these issues are systemic rather than individual.

\_ The homogeneity of the study sample further demonstrates that these challenges do not vary based on educational level, rank, or experience but are instead consistent with the nature of difficulties identified in prior research. For instance, Lakhdar Ben Hamed's (2023) study on barriers to effective school guidance underscored administrative hurdles and specific challenges faced by guidance counselors.

\_ Hamzawi Souha's (2015) research revealed that school guidance counselors encounter numerous material difficulties, notably a lack of equipment in offices, particularly related to media and internet access. These challenges are uniformly experienced by all counselors, with most obstacles showing no correlation with gender or educational level distinctions. Similarly, Farah and Amoudi's (1995) exploration of the challenges faced by educational counselors in Jordanian schools uncovered significant technical issues in preparation and training, with notable differences attributed to experience rather than educational qualifications.

\_ Faisal Chahra and Mustafa Mansour's (2022) investigation into the obstacles of the counseling process from the perspective of guidance counselors in Al-Wadi highlighted personal challenges specific to the counselors, particularly emphasizing that issues related to the absence or unavailability of necessary working tools were reported by 100% of participants, marking a critical area of concern.

\_ The current study presents findings that contrast with those of Hadbi and Ousmani (2024), who identified variances in obstacles to guidance and counseling in secondary education due to counselor seniority, yet observed no distinctions based on specialization. This study also diverges from Farah and Amoudi's (1995) work, which not only highlighted numerous technical issues and training difficulties faced by educational counselors in Jordanian schools but also noted significant differences due to experience levels.

### Conclusion:

The aim of this study was to explore the challenges faced by guidance counselors in implementing guidance practices within the realm of modern information technology, with a particular focus on the difficulties associated with digitizing guidance and counseling activities. Following thorough data analysis and presentation of the results, the study established several key conclusions:

\_ The overall level of difficulty in applying guidance practices among guidance counselors in the context of modern information technology is medium.

- \_ There are no significant differences in the difficulties faced by guidance counselors based on educational level, rank (senior or regular), and seniority.
- \_ However, the observed challenges in implementing digitization within guidance practices are attributed to factors beyond professional demographics, potentially linked to inadequate resources, student preparedness, or other external influences.

### Recommendation:

- \_ Implement comprehensive training and qualification programs for guidance counselors, especially those newly appointed, on utilizing modern technology and digital platforms for effective guidance and counseling.
- \_ Ensure the provision of necessary resources such as computers, devices, and enhanced internet bandwidth in the offices of guidance counselors within educational institutions to facilitate seamless digital integration.
- \_ Develop and provide multiple accessible platforms that are easy for both students and guidance counselors to use, ensuring these platforms are intuitive and tailor-made to meet diverse educational needs.
- \_ Create and refine digital guidance platforms that monitor students' academic preferences and facilitate the evaluation and analysis of their semester results, thereby enhancing personalized and data-driven guidance services.
- \_ Offer psychological and educational counseling through a listening cell integrated within the guidance platform, facilitated by individual electronic communication to ensure privacy and focused attention to students' needs.
- \_ Organize awareness seminars to emphasize the importance of digitization and modern technology in improving the guidance and counseling process, highlighting the benefits such as reduced effort, faster access to information, enhanced quality of counseling services, and strengthened relationships with all involved parties, particularly students.
- \_ Minimize the use of paper records and transition to the digitization of student files to improve efficiency, security of record management, and environmental sustainability.
- \_ Provide training for guidance counselors on the use of digitization to facilitate communication between students, their parents, and counselors, and to quickly address various psychological, educational, and social issues.

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### Appendix No. 01: Questionnaire on Difficulties in Implementing Guidance Practices in the Context of Modern Information Technology

Prepared by Prof. Mahammed Faouzia, Kasdi Merbah University, Ouargla

Seniority: .....

Educational Level: Bachelor's Master's

Rank: Senior Regular

| No. | Question                                                                                                                        | No | Sometimes | Yes |
|-----|---------------------------------------------------------------------------------------------------------------------------------|----|-----------|-----|
| 01  | Do you find it difficult to use the digital educational platform?                                                               |    |           |     |
| 02  | Does modern technology assist guidance counselors in monitoring students?                                                       |    |           |     |
| 03  | Do you use a digital program to study preferences for guidance purposes?                                                        |    |           |     |
| 04  | Do you find it difficult to use the assessment program to analyze students' semester results?                                   |    |           |     |
| 05  | Do you believe technological tools do not facilitate counseling practice?                                                       |    |           |     |
| 06  | Do technological tools like the results analysis program assist you in organizing and guiding students towards specializations? |    |           |     |
| 07  | Do you believe technological tools save effort?                                                                                 |    |           |     |
| 08  | Do you believe technological tools save time?                                                                                   |    |           |     |
| 09  | Do you believe technological tools are more accurate than manual work?                                                          |    |           |     |
| 10  | Do you believe technological tools accurately maintain student files?                                                           |    |           |     |
| 11  | Do you believe technological tools are important in counseling practice, especially in information sessions and group guidance? |    |           |     |
| 12  | Do you face difficulties with technological tools during implementation?                                                        |    |           |     |

|    |                                                                                                                                                         |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 13 | Have you received training on using some technological tools at your institution?                                                                       |  |  |  |
| 14 | Have you faced difficulties in applying some technological tools during counseling practice?                                                            |  |  |  |
| 15 | Do you believe counseling practice does not require the application of technological tools?                                                             |  |  |  |
| 16 | Has modern information technology helped improve your guidance and counseling work?                                                                     |  |  |  |
| 17 | Has the digitization support program helped you organize students according to preferences and rank them according to scientific and literary subjects? |  |  |  |