

The Quality of Guidance and Counseling Services in Educational Institutions: A Theoretical Approach in Light of Global Experiences

Leila MEDDOUR ¹, Nour El Houda LEGLIB ²

¹ Psychological, Professional, and School Test Bank Laboratory (PPSTI), University of Batna 1, Algeria, leila.medddour@univ-batna.dz

² Laboratory for the Development of Quality Systems in Higher and Secondary Education, University of Batna 1, Algeria, nourelhouda.leglib@univ-batna.dz

Received: 07/03/2024

Accepted: 17/07/2024

Published: 02/08/2024

Abstract:

Education is a fundamental need across all human societies, transcending cultural, intellectual, and social boundaries. In an era characterized by rapid technological advancements and the vast expansion of scientific knowledge, the focus on enhancing educational quality has become increasingly crucial. Globally, the pursuit of quality education is a common objective, driven by the competitive dynamics of the international market. As a result, educational institutions are intensifying their efforts to deliver services that address current challenges and improve learning outcomes. Among these services, psychological and educational counseling has emerged as a pivotal element. In response, many countries have sought to strengthen guidance services within their educational systems, aiming to maximize human capital investment and elevate educational quality. This study examines the effectiveness of guidance and counseling services in educational institutions, using a theoretical framework informed by global best practices.

Keywords: Quality, Psychological and Educational Counseling, Quality in Education, Quality in Psychological and Educational Counseling.

1- Introduction and Problem Statement:

The modern era is marked by rapid transformations driven by an explosion of knowledge and advancements in science and technology. These changes permeate various fields, including social, economic, and educational sectors. Given that the educational system is a dynamic and interconnected network of elements, any change within it requires corresponding adjustments across multiple components, triggering a series of interrelated responses.

Education, as a purposeful endeavor, extends beyond the mere transfer of factual knowledge. It increasingly focuses on the holistic development of learners, encompassing mental, emotional, skill-based, and personal growth. Education is essential at all stages and across diverse societies, playing a pivotal role in the advancement of human civilizations. It serves as a key indicator for evaluating a nation's progress and cultural evolution. This awareness has led countries across various sectors to streamline strategies and resources to optimize the functioning of educational institutions and meet the needs of all system participants.

Globally, many nations have initiated reforms in the educational sector, manifesting in various ways. These reforms range from establishing experimental or model schools, inspired by educational pioneers like Pestalozzi, Montessori, Dewey, and Neil, who introduced new philosophies and methods, to gradual improvements in curricula and teaching materials. Innovations also include integrating modern scientific concepts and foreign languages into curricula, as highlighted by educational theorists like Thorndike, Durk, Dewey, and Prother. These changes underscore the critical need for continuous consultation with educators to drive educational innovation, particularly in curriculum design and instructional methodologies. The call for a curriculum renaissance embracing a "Structural Approach" is supported by contemporary educational reformers, as noted by Jeronner (El-Demerdash, 1985, pp. 39-44).

Algeria has actively pursued reforms in its educational sector, transitioning from an objective-based to a competency-based teaching methodology. This significant transformation began in 1996 with an initiative known as the "rewriting and reading of curricula for the first and second phases." Initially, curricula were designed using a behavioral model that segmented knowledge into distinct units. The concept of "competence" was formally introduced into Algerian educational policy by a ministerial decree on November 11, 2002. This laid the foundation for new curricula centered around the competency approach, implemented in the

academic year 2003/2004, with the primary goal of improving education and training to better meet societal needs.

In today's world, quality is a cornerstone of education, facilitating a shift from a culture of minimum standards to one of excellence and continuous improvement. Reid and Shaw emphasize that the quality of the educational process is closely linked to how well the curriculum aligns with students' needs, interests, and aspirations. Additionally, it depends on the effectiveness of assessment systems in measuring students' knowledge retention, dropout rates, and overall success (El-Biblawi Hussein, 2006, p. 11).

Emphasizing the quality of educational outcomes is essential to keeping pace with an era characterized by rapid technological advancements and the widespread dissemination of scientific knowledge. In the global context, nations collectively strive for quality within a competitive marketplace. As a result, educational institutions are increasingly committed to offering services that address current challenges and enhance educational outcomes. Among the most critical of these services are psychological and educational counseling, which play a significant role in improving educational quality at various levels. Effective counseling services are now seen as indicators of societal progress and a comprehensive commitment to human care.

In today's context, psychological and counseling services have shifted from being considered luxuries to becoming essential needs for all individuals. The evolution of these services in advanced countries reflects a response to the diverse range of human challenges and difficulties (Taleb, 2013, p. 80).

Numerous international studies have examined the concept of total quality in educational services. A notable study by Tahani Taleb (2013) highlights the importance of focusing on the overall quality of the educational process, particularly in guidance work, as key to advancing countries. Here, quality is defined as striving for excellence, embracing development, and adapting to change. Similarly, research by Atiya (2000) emphasizes the benefits of implementing a quality management system in educational institutions, which enhances and develops guidance processes, thereby promoting psychological well-being and mental health among learners.

In line with these views, Al-Shafi (2012) observed that adopting quality systems within the educational sector motivates stakeholders to enhance their competencies and continually improve performance, effectively addressing various challenges faced by educational institutions. Research by Darbas (1994) and Mariam Al-Sharqawi (2002) further confirms that educational professionals are increasingly committed to improving the quality of guidance activities, ensuring alignment with pedagogical, administrative, and educational innovations, and striving for operational excellence (Taleb, 2013, pp. 83-84).

Algeria has emerged as a leader in educational reforms, particularly with a strategic shift mandated by a ministerial circular that redefined the role of school guidance counselors as school and vocational guidance counselors. This change, legislated under the Executive Decree related to the special law of educational ranks number: 08/315 dated October 11, 2012, and subsequently amended by Executive Decree number: 240/12 dated May 29, 2012, introduces new paradigms requiring a reassessment of the roles and services provided by guidance counselors under this innovative reform framework.

The decree also outlines the methods for organizing the work of school and vocational guidance counselors in educational institutions, specifying the responsibilities entrusted to them to ensure the provision of necessary psychological and educational services to students. Amid rapid educational, cognitive, psychological, and social changes, these services have become crucial for students striving to keep up with significant developments. This research aims to evaluate the quality of guidance and counseling services in Algerian educational institutions through a theoretical lens informed by various global experiences. The study seeks to:

- Identify the services rendered by school and vocational guidance counselors amidst the rapidly evolving educational landscape.
- Explore the relationship between quality and psychological and educational counseling.
- Assess the adherence of psychological counseling and educational guidance to the standards of total quality.
- Conduct a comparative analysis of the quality in educational counseling and guidance through a review of global experiences.

2- Study Importance:

The significance of this study lies in its focus on the quality of guidance and counseling services within educational institutions, especially as these services are aimed at the most active participants in the educational process—the learners. Emphasizing service quality is a key driver of success that has enabled many nations to achieve notable advancements in global competitiveness. Furthermore, prioritizing the enhancement of educational quality, particularly through guidance and counseling, reflects an institution's efficiency and readiness for comprehensive development within the sector.

A core objective of school counseling is to enrich the learning experience. Therefore, it is essential to examine how these services are implemented and their effectiveness in influencing the various components of the educational system. The quality of these services, operating within a network of interactive human relationships among all participants in the educational sector, provides a framework for evaluating administrative oversight within educational settings. It also helps clarify roles and ensures the effective distribution of tasks and responsibilities.

This study offers a comprehensive analysis of the structure of guidance and counseling services within the Algerian educational system while comparing their alignment with global quality standards against international benchmarks. The research highlights the critical variables it examines, particularly how the quality of educational outcomes is shaped by the standard of educational services, with a specific focus on counseling. By exploring the quality of educational counseling in light of global examples, this study provides valuable insights for stakeholders in the educational sector regarding quality standards in educational institutions.

3- Study Objectives:

This study aims to accomplish the following objectives:

- Identify the services provided by school and vocational guidance counselors amidst the rapid transformations in education.
- Assess whether the guidance and counseling services offered to students in educational institutions meet a comprehensive quality standard, in comparison with selected global experiences.

4- Study Literature:

Firstly: Quality in Counseling:

4.1- Concept of Quality:

Exploring the concept of "quality" through various perspectives reveals its nuanced meanings. According to Al-Muajam Al-Wasit, the term is derived from everything that signifies goodness. Similarly, the Oxford Dictionary defines "quality" as a degree of excellence, indicating a standard against which something can be measured (Basman Faisal Mahjoub, 2003, p. 103). Ellis (1993), in the introduction to his book *Quality Assurance in Higher Education*, describes quality as an elusive term because it encompasses notions related to standards and excellence to a certain extent (Geoffrey Doherty, 1999, p. 9).

Quality in Education:

Quality in education encompasses a framework of principles and standards designed to continuously enhance the educational process. These standards help to manage the components of the school's administrative system, encompassing various elements including the learner, educational programs, faculty members or professors, teaching methods, textbooks, classrooms, legislations, regulations, and performance evaluation.

Quality in Counseling:

Quality in counseling pertains to the provision of services that address the educational, ethical, and scientific aspects of the student experience and aim to modify negative behaviors. As Kirton describes, quality is "the manner in which individuals prefer to utilize their creative abilities, focusing on the means, inclination, or method preferred by a person when solving a problem or making a decision" (Dadouch, 2021, p. 509).

Thus, quality is about satisfying customer desires and fulfilling their needs. As a management philosophy, it focuses on the effective use of an organization's human and material resources to meet their needs and achieve the organization's goals, aligning with societal requirements. It includes several characteristics:

- _ Optimal use of available human and material resources.
- _ Performing work correctly from the outset.

- _ Providing services that satisfy individual needs.
- _ Setting standards to measure performance.
- _ Improving morale among organization employees (Ahmed Ibrahim, 2003, p. 162).

4.2- Importance of Quality in Education:

The importance of quality in education lies in the following:

- _ A fundamental value of religion and an essential requirement of the modern era.
- _ Quality is linked to productivity and performance development to meet societal needs.
- _ Comprehensiveness in all educational, evaluative, and teaching areas.
- _ Focus on developing leadership and educational skills in acquiring teaching skills.
- _ Reducing wastage of time, effort, and money.
- _ Optimal use of material and human resources in line with educational goals.
- _ Creating a contemporary educational environment that fosters continuous development.
- _ Engaging all teachers in renewal, modernization, and development.
- _ Enhancing competencies in performance and the quality of educational outputs.
- _ Minimizing errors and addressing educational problems.

4.3- Principles of Quality in Education:

Quality in education depends on a number of principles, including:

- _ Focus on training teachers and the faculty.
- _ Working to develop loyalty to the educational institution and the profession of teaching.
- _ Emphasis on the principle of continuous improvement and development.
- _ Focus on teamwork and collaboration.
- _ Making decisions based on facts and requirements.

- Earning the trust of students and recognizing their needs.

4.4- Rationale for the Need for Quality in Education:

The need for quality in education stems from existing deficiencies or problems, and thus the need for quality in education and in guidance and counseling arises from the shortcomings present in educational institutions and the problems that stem from these deficiencies, including:

- **Educational deficits and losses:** Educational outcomes and outputs do not suffice to meet the community's need for frameworks both quantitatively and qualitatively, nor do they meet the job market's demands in terms of competence at the required level. This means that investment in education is followed by a wastage of energies, finances, and competencies.
- **High unemployment rates:** The job market does not provide enough positions for the increasing number of graduates; there are insufficient jobs available, and on the other hand, jobs that do not match the educational outputs or vice versa.
- **The widening gap between production and education:** There is a need for certain jobs and professions that university education does not provide, or vice versa, the absence of certain specializations desired by students in the university.
- **High costs of education at all stages:** Especially after the introduction of digitization, technology, and distance learning.
- Education's focus still primarily on knowledge and information while neglecting behavioral and emotional needs.
- Lack of participation in designing educational programs at all levels.
- Most university graduates are not employed in their specialties and work in areas that do not allow them to utilize their ideas and talents.
- Delays in employing university graduates lead to the forgetting of information, necessitating updates and training amid ongoing reforms and changes in the educational system and jobs (Ahmed Ibrahim, 2003, pp. 155-156).

Secondly: Guidance and Counseling Services:

1- Definition of Counseling Services:

Smith (1956) defines counseling as "a process that takes place within a relationship between two individuals, where one, burdened by problems, is unable to confront these issues alone. In this dynamic, a professionally qualified specialist, equipped by virtue of their training and experience, assists in navigating and resolving these personal challenges" (Robiby and Bru, 2016, p. 143).

Furthermore, Farakh and Taim (1999, p. 13) describe counseling as a mechanism that enables individuals to shape their futures in alignment with their mental and physical capabilities and inclinations. This process employs methods tailored to meet individual needs within various contexts, including educational, vocational, and familial spheres. Integral to this approach are the provision of relevant information, the administration of assessments, and the offering of specialized counseling to address psychological concerns. Central to the ethos of counseling is its commitment to promoting the individual's happiness.

From these definitions, it is evident that counseling services encompass a wide range of interventions designed to address the diverse and multifaceted challenges students face in their daily lives, which impact their psychological, social, and academic development. These services are delivered within the school setting through structured counseling programs or sessions that help students in self-discovery, problem-solving, and need fulfillment, thereby facilitating their adaptation to the societal environment in which they live. One of the primary goals of counseling is to foster both adjustment and psychological well-being.

2- Types of Counseling Services:

Counseling services within educational institutions are multifaceted, providing a spectrum of support that can be categorized as follows:

2.1- Educational Counseling Services:

These services encompass a wide range of offerings, including guidance on vocational choices, marital and family education, and introductions to various educational pathways. Educational counselors play a crucial role in addressing academic challenges such as underachievement, supporting gifted students, and fostering academic adjustment. They are

also instrumental in orienting new students and graduates and contribute significantly to the development and improvement of the educational system through their involvement in curriculum development and refinement (Ben Daima, 2007). Specific services targeted at students include support in acclimating to the school environment, particularly for new students, and focused assistance for graduates and those facing critical examinations, who are especially vulnerable to psychological and educational challenges.

2.2- Psychological Counseling Services:

These services involve conducting assessments and research to dynamically and functionally study personality, identifying predispositions, capacities, inclinations, and interests, as well as pinpointing areas of strength and weakness. This aspect of counseling emphasizes self-awareness, diagnoses both general and specific issues, and facilitates the early identification of cases requiring psychological intervention and care (Robiby and Bru, 2016, p. 146).

This detailed categorization highlights the comprehensive nature of counseling services available within educational settings, underscoring their crucial role in supporting student development and well-being. These services focus on a sensitive aspect of personality—the psychological dimension—which is difficult to address without structured programs and sessions. After gaining the trust of the counselee, in this case, the student, they can openly discuss their psychological concerns, enabling precise and accurate diagnosis and a better understanding of the underlying causes, ultimately leading to appropriate help and treatment.

The roles of the guidance counselor in psychological counseling services include:

- Discovering the talents, capabilities, inclinations, and predispositions of students, as well as identifying their strengths and weaknesses in various areas (health, psychological, cognitive).
- Recognizing the methods and means through which the student can achieve personal, academic, and professional adjustment, while building a positive self-concept.
- Counseling the student by studying the changes in their environment and life stages, paying attention to their emotions, and fostering self-confidence.
- Referring the student to a psychological clinic or psychiatrist and providing necessary care when needed.

- Assisting in the implementation of recreational programs and leisure activities for student groups and the local community.

2.3- Social Counseling Services:

These services involve understanding the social environment, organizing, and strengthening relationships, communication, and cooperation between the school, family, and the student's social surroundings, and connecting with other social institutions that support the student's welfare. Such essential services include sports clubs, cultural centers, and recreational facilities that cater to various student groups, offering opportunities for leisure, talent development, skill acquisition, and indirectly gaining knowledge through extracurricular activities. It is advisable for these institutions to work in harmony and maintain communication to achieve integration and inclusivity among students (Daheri, 2008, p. 10).

Social counseling services provided by the guidance counselor include:

- Assisting students in planning their future career paths through vocational education and helping them build a personal project.
- Facilitating consultations between educational and administrative bodies and parents on matters concerning the student, ensuring their healthy and comprehensive development while maintaining strong relationships between the school and the local community.
- Establishing counseling relationships characterized by acceptance, emotional understanding, and unconditional regard for all parties involved in the counseling process.
- Regularly hosting guest lecturers from various specializations to introduce students to different professions and assist them in determining their future career choices.

Thirdly: The Relationship between Quality and Psychological and Educational Counseling:

Quality in counseling is not merely desirable; it is essential. The primary objective of counseling is to facilitate positive behavioral changes, a goal grounded in a rich heritage of scientific literature featuring applicable and measurable theories and methods. This distinguishes counseling from simple advice or preaching, as it focuses on empowering

individuals to initiate their own change. The adage, "You can lead a horse to water, but you can't make it drink," aptly captures this concept, highlighting the proactive role of the counselee in their own transformation.

This philosophy is embraced by decision-makers, demonstrating that counseling and quality are intrinsically linked—two sides of the same coin. Counseling acts as a guiding mechanism that encourages individuals to strive for excellence, while quality is realized through the caliber of counseling services provided (Dadouch, 2021, p. 513).

Counselors often report feeling marginalized within the educational system, perceiving their roles as undervalued. They frequently find themselves assigned administrative tasks, such as monitoring attendance and enforcing discipline, roles that are often emphasized by school leadership. This shift can dilute the counseling identity within schools. It is important to note that this shift is not typically a deliberate choice by school counselors but rather a consequence of inadequate performance evaluation tools, which fail to measure the quality of the services provided effectively (Nees, 2011, p. 76).

High-quality counseling involves offering support that not only addresses the immediate problems faced by the counselee but also equips them with the skills to independently navigate future challenges. Counseling is fundamentally an educational approach that enhances an individual's ability to manage their own issues effectively. The effectiveness of the counseling service critically depends on the counselor's skills, capabilities, and experience, which collectively influence the outcomes and impact of the service. Thus, the counselor's role is pivotal in determining whether the counseling will facilitate or impede an individual's development (Dadouch, 2021, p. 515).

Fourthly: The Success of Psychological Counseling and Educational Guidance According to Comprehensive Quality Standards:

- A sincere belief in developing and improving performance rates both quantitatively and qualitatively, along with a commitment to the effectiveness of counseling and guidance programs based on total quality management principles and applications.
- A complete conviction that development and improvement should be achieved through collective efforts, not confined to a specific group or individual efforts, and

the need to build a clear strategy for counseling and guidance aligned with total quality principles to achieve comprehensive excellence.

- The importance of maintaining a database on counseling work and having plans to measure and analyze improvement rates at all levels, to enable comparisons and address challenges.
- Prevention of problems and a commitment to continuous improvement.
- The importance of monitoring and evaluation to assess achievements, determine if desired outcomes have been realized, and correct any deficiencies to prevent them in the future.
- The need for specialized competencies to perform counseling work according to total quality management standards.
- The importance of appreciating and valuing the efforts and ideas of workers by involving them in plans and programs to develop and improve work methods, as well as motivating them and enhancing their performance.
- A genuine desire to foster a spirit of teamwork and strengthen cooperative relationships.
- A sincere intention to address work problems promptly through collaborative work teams, avoiding hesitation and time-wasting (Chehada, 2010, p. 80).

Fifthly: Quality in Educational Counseling and Guidance – A Review of Some Global Experiences: 1. Quality of Educational and Vocational Counseling in Australia:

The origins of educational and vocational counseling in Australia date back to the 1920s. However, the need for a comprehensive program for counseling services in schools only became apparent after the National Conference on Vocational Education in 1977.

The conference highlighted that the development of vocational education in Australia mirrored the theoretical and practical advancements experienced by the United Kingdom and the United States during the 1950s and 1970s. This indicates that Australia has drawn much of its expertise in this field from other Western countries, necessitating the adoption of a counseling services system suited to the local context of Australia.

Despite the government's efforts to support the quality of counseling services, a comprehensive national framework defining the information related to professions, knowledge, and skills necessary for lifelong work management has not been established. This gap has made it challenging to determine national performance indicators and measure results.

In 1992, significant progress was made in setting national objectives and procedures for evaluating vocational education, encompassing students from kindergarten through twelfth grade in the United States. During this period, counseling services within schools underwent a unification process.

Rapid advancements in information and communication technologies, coupled with global changes in production, markets, and shifting demographics, prompted changes in work methods and highlighted the urgent need for a workforce adept at navigating a developed labor market.

As a result, educational authorities set national educational goals for the 21st century aimed at the comprehensive development of learners' talents and capabilities. These goals focus on equipping students with essential workforce skills, fostering environmental awareness, and directing them towards vocational education, training, work opportunities, and lifelong learning.

By the year 2000, Australia had begun steps to establish a national counseling system and participated in a comparative study of counseling services across 12 countries, an initiative led by the Organisation for Economic Co-operation and Development (OECD).

A strategy for vocational education in schools was developed, requiring collaboration among all stakeholders to enhance vocational education outcomes. This strategy emphasized the importance of forging partnerships between educational communities and government and business sectors.

The primary objectives of this strategy included providing industry-certified training, integrating vocational training with general education at all educational levels, and delivering guidance and counseling services to support learners transitioning from compulsory to post-compulsory education. The strategy prioritized incorporating vocational training programs

within the school curriculum, effectively merging education, training, and work. To support this initiative, a specialized entity was established to provide both general and vocational curriculum to secondary students (Al-Musallamani, 2022, p. 5).

Australia's approach to quality assurance in education is notable for its comprehensive structure and stringent standards. The system includes a blend of governmental and sector-specific internal mechanisms dedicated to ensuring educational quality. Among these are the Australian Universities Quality Agency (AUQA) and the Australian Quality Training Framework (AQTF), both established by the Australian Government to uphold education and training standards throughout the country (Al-Ghamdi, 2020, p. 54).

Quality of Educational and Vocational Counseling in Canada:

Counseling services were first introduced in Canada in the 1930s and became an integral part of the educational system in the 1960s. Counseling played a significant role in assisting high school students with early career decisions by exploring various fields of knowledge and gradually testing their skills.

In the 1970s, the role of counseling and guidance in schools expanded, and a vocational education course was introduced to help students choose their careers and transition from school to work. However, with societal development and global competition, there was an increased need for trained and skilled labor, and it was no longer common for a person to hold a single job for life.

It became necessary to link education with the profession, emphasizing continuous professional development and skill updating to ensure quality and adaptability for future job transitions. This shift led to a diversification and specialization of educational programs, which in turn affected the role of educational and vocational counseling, focusing on assisting students in developing the skills necessary to adapt to a changing work environment.

In 2000, counseling faced criticism, and several recommendations were made, including: starting counseling and guidance services from primary through secondary stages, increasing the number of counselors, providing better counseling information, and enhancing community participation through cooperation between teachers, counselors, and parents.

The aim of school and vocational counseling and guidance in Canada is to uniformly analyze study and career competencies and provide the necessary tools to assess individuals before guiding them towards making informed choices (Al-Musallamani, 2022, p. 5).

Reviewing these experiences highlights some goals for improving educational and vocational counseling:

- **In Australia**, the quality of educational and vocational counseling depends on implementing activities aimed at enhancing individuals' ability to make decisions related to their education and work. This is based on their awareness of their skills, capacities, interests, values, and the available options. The goal is to achieve a match between individuals and the skills necessary to adapt to future changes.
- **In Canada**, the quality of educational and vocational counseling focuses on qualifying learners and preparing them for the future in a way that enhances their independence and social adaptation, contributing to improved personal and practical competence. Efforts include:
 - **Professional Development:** Empowering learners to acquire the knowledge and attitudes that support effective learning in school and life, choosing courses that align with their professional inclinations, and understanding the relationship between school subjects and work and life.
 - **Academic Development:** Developing skills to explore the world of work and career options, applying strategies for future professional success, and understanding the relationship between personal characteristics, education, training, and the world of work.
 - **Personal and Social Development:** Developing attitudes, knowledge, and skills necessary for interacting with others, understanding and respecting them. Additionally, enhancing the ability to make decisions, set goals, execute actions to achieve them, and acquiring effective communication skills with others.

Conclusion:

In summarizing the outcomes of this research, it becomes clear that the quality of guidance and counseling services within educational institutions is a cornerstone for nurturing students'

educational and career trajectories. An examination of international methodologies demonstrates that the success of these services depends on several factors. Key among these is the integration of educational theories with the dynamic needs of societies, alongside the development of comprehensive counseling strategies that are deeply anchored in an understanding of individual abilities and career orientations. Insights drawn from nations such as Australia and Canada highlight that the quality of counseling is fundamentally connected to the ability of educational institutions to empower students with the tools to make informed decisions and prepare them effectively for future challenges. Thus, it is crucial to continuously enhance these services to ensure they remain responsive to societal and technological changes and meet the expectations of future generations, fostering independence and success in their personal and professional lives..

Recommendations:

In light of the findings of this study and with the objective of enhancing the quality of guidance and counseling services in educational institutions, drawing on international experiences, the following recommendations are proposed:

- _ Develop comprehensive and specialized training programs for educational and vocational counselors to enhance their skills in dealing with the diverse needs of students. These programs should be updated regularly to keep pace with the latest theories and global practices to ensure the delivery of high-quality counseling.
- _ Leverage modern technologies and develop electronic platforms to support guidance and counseling services.
- _ Enhance partnerships between educational institutions, the local community, and parents to expand counseling services. This can be achieved through organizing workshops and dialogue sessions that allow parents and teachers to collaborate in supporting learners in their educational and career choices.
- _ Generalize guidance and counseling services across all educational stages, from primary to secondary.
- _ Encourage learners to participate in training programs and professional experiences in real work environments.

- _ Create precise and comprehensive assessment tools that help identify the strengths and weaknesses of learners and guide them accordingly.
- _ Regularly review counseling programs to ensure they keep pace with changes in the job market and society, by supporting research and studies in the field of guidance and counseling to develop innovative and sustainable practices.

Reference:

- Abdel Majid Serhan Al-Demerdash (1985), *Contemporary Curricula*, 5th Edition, Kuwait, Al-Falah Library.
- Ahmad Ibrahim Ahmad (2003), *Total Quality in Educational and School Management*, 1st Edition, Alexandria, Dar Al-Wafa for Printing and Publishing.
- Bassman Faisal Mahjoub (2003), *Management of Arab Universities in Light of International Specifications*, Cairo, Arab Organization for Administration Development.
- Chaban Kamela Farakh and Abdel Jabbar Taim (1999), *Principles of Psychological Guidance and Counseling*, Amman: Safa House.
- Dhikrayat Kadem Dadouch (2021), *Measuring the Quality of Counseling from the Perspective of University Students*, University of Basra, Faculty of Education for Humanities Sciences, Department of Psychological Counseling and Educational Guidance, Psychological Research Center, 32(4), (505-534).
- Geoffrey Doherty (1999), *Developing Quality Systems in Education and Training*, translated by Adnan Al-Ahmad et al., Damascus, Arab Center for Arabization, Translation, Authoring, and Publishing.
- Habiba Robibi and Mohamed Barro (2016), *Counseling Services Provided by School and Vocational Guidance Counselors in Educational Institutions and Their Relationship with Increasing Self-Efficacy Among High School Third-Year Students*, Journal of Psychological and Educational Sciences, 3(01), (137-196).
- Hakima Nis (2011), *Counseling Needs and Their Relationship with Psychological Adjustment and Satisfaction with Studies among First-Year Secondary Students*, Master's Thesis,

Department of Psychology, Faculty of Human and Social Sciences, University of Algiers.

Hassan Hussein El-Biblawi et al. (2006), *Total Quality in Education: Between Indicators of Excellence and Accreditation Standards, Foundations and Applications*, Dar Al-Mayssara for Publishing and Distribution, Amman.

Lamia Ibrahim Al-Musallamani (2022), *Experiences of Some Countries in Educational and Vocational Guidance*, National Center for Educational and Psychological Research, Cairo. <https://academia-arabia.com/ar/reader/2/94655#/0>

Loubna Ben Daima (2007), *Needs of Secondary Education Students for Counseling Services in Light of the Variable of Study Specialization*, Unpublished Master's Thesis, Batna: Hajj Lakhdar University.

Ministry of Education and Training (1991), Ministerial Decree No. 827 dated November 13, 1991, which includes the renewal of tasks and roles of the Counselor for School and Vocational Guidance under the new designation.

Ministry of National Education (1993), Directorate of Communication, Guidance, and Evaluation, Collection of Texts on School Guidance and Counseling.

Mohammed Ben Fawzi Al-Ghamdi (2020), *Global, Arab, and Local Experiences in Implementing Quality and Academic Accreditation*, 1st Edition, King Fahd National Library for Publishing, Saudi Arabia.

Saleh Hassan Al-Daheri (2008), *Psychology of School Psychological Counseling (Methods and Theories)*, Jordan, Amman.

Tahani Taleb (2013), *Motivation and its Relation to the Quality of Counseling Work Among Educational Counselors*, Psychological Research Center, Journal of Psychological Sciences, Issue (22), (78-123).

Youssef Yakoub Chahada (2010), *Evaluative Study of Educational Books in the Departments of Educational and Psychological Sciences in Education Colleges in Light of Total Quality Standards*, Master's Thesis, College of Education Ibn Rushd, University of Baghdad.

