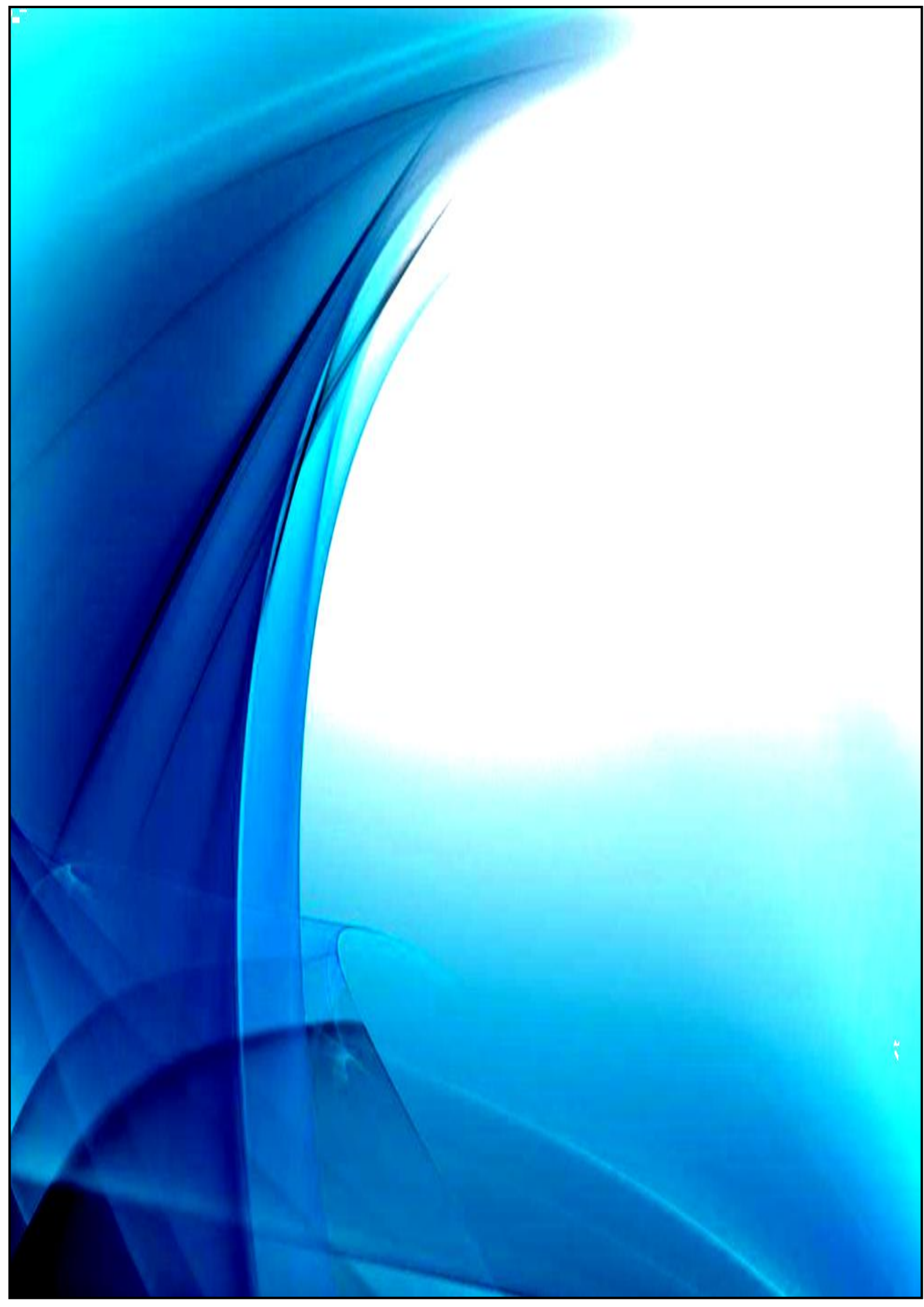






جامعة تيسمسيلت

المعيار

مجلة نصف سنوية متعددة التخصصات
مصنفة " C "

في الآداب، الحقوق والعلوم السياسية، العلوم الاقتصادية،
العلوم الإنسانية والاجتماعية

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-المعيار مجلة علمية مصنفة تنشر البحوث الأكاديمية والدراسات الفكرية والعلمية والأدبية التي لم يسبق نشرها من قبل.

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- تكون الهوامش والإحالات على طريقة أسلوب APA

- لا يقل حجم البحث عن 08 صفحات ولا تتجاوز 15 صفحة.

- المواد المنشورة تعبر عن آراء أصحابها، والمجلة غير مسئولة عن آراء وأحكام الكتاب. كما أن ترتيب البحوث يخضع لاعتبارات تقنية وفنية.

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أ. د. عيساني امحمد.

المعيار

المجلد الرابع عشر العدد 1 جوان 2023

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توجه جميع المراسلات باسم رئيس التحرير

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Mensson

كلمة العدد

يسر هيئة تحرير مجلة المعيار أن تقدم لكم المجلد الرابع عشر في عدده الأول من شهر جوان سنة 2023، آملة أن تكون قد وفرت هذا الفضاء العلمي المحكم لكل الباحثين. احتوى هذا العدد كالعادة على أبحاث متنوعة، حيث خصصت لكل ما يتعلق بالآداب والعلوم والإنسانية والاجتماعية، فتناول على سبيل المثال مواضيع في فلسفة التاريخ وفلسفة العلوم، أما في الأدب فقد تناول العدد أبحاثا في العديد من المواضيع الأدبية واللغوية، وفي علم الاجتماع تناول الباحثون، قضايا تحول القيم الاجتماعية وفكرة التواصل، ليختتم بأبحاث اجتماعية في النشاطات البدنية والرياضة. وأخرى ذات طابع اقتصادي وقانوني،

نأمل كهياة تحرير أن نكون قد وفرنا للباحثين الفرصة المناسبة لتسيير حياتهم المهنية والعلمية، خاصة وهم مقبلين على مواعيد هامة لأجل الترقية والتأهيل.

المدير المسؤول عن النشر
أ.د. عيساني محمد

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Professional pressures and their relation with motivation for achievement, among a sample of professional guidance counselors



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Abstract:

The current study attempts to determine the level of professional stress, as well as assess levels of motivational achievement of professional guidance counselors, and identify the relationship between professional pressures and the motivation for achievement. The study was conducted on a sample of 100 counselors (both genders included), in *Hamlat* and *Draa El-Mizane* Guidance and Counseling Centers (Wilaya of Tizi-Ouzou). We relied on a descriptive methodology since it was the appropriate approach in regards to our study topic. We applied the Professional Stress Scale (**Moussa Mattatah, 2010**), and the Motivation for Achievement Scale (**Abderrahmane Salah Al-Azrak, 2020**). We found that professional guidance counselors were evolving in a low professional pressure environment, and were suffering from a lack of motivation for achievement. We also found a correlation between occupational stress and motivation for achievement.

key words: *Mind maps.; Occupational Stresses; Motivation for Achievement; Counselor; School Counseling & Professional Guidance; Work Environment*

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1. *Introduction:*

Life in present day is mainly characterized by fast and continuous change of pace, and it is rather difficult for the individual to keep track of these various fluctuations in numerous aspects of life. These quick developments can be considered as powerful factors, directly affecting the psyche, health and social facets of individuals. This is due to the increasing levels of daily life's pressures, their complexities and necessities. It has reached a point where the present day is inevitably labelled as a life of stress and anxiety, and the occupational pressure has become a prominent phenomenon in all fields and professions, in varying levels of severity. We find that the employees face daily situations and circumstances, in which they are exposed to incessant turmoil, anxiety, fear, anger and lack of motivation. This can seriously affect their health and their mental well-being, as well as their social interactions and relationships, impacting at the same time their professional performance, and their motivation to achieve assigned tasks.

Our interest in the subject of professional pressures and motivation for achievement is driven by the direct effects of these factors on the working individuals, as well as their potential negative impacts on the working individuals and their cognitive skills, mental and physical health. The profession of guidance and counseling is not an easy task, since the school guidance counselor is responsible of completing many tasks and duties, requiring various skills in order to help students, offer assistance, show empathy or impartiality when need be. However, in several occurrences, the guidance counselor, when carrying his duties, is faced with professional, organizational and relational stress factors, which can affect his work performance, decreasing his motivation, and deteriorating his relationships with the educational staff in the institution. This can certainly limit and hinder previously established educational goals.

2. *Problematic of the Study:*

Human life has undoubtedly been subject to a great deal of developments in different fields, causing in the same juncture the emergence of new necessities and demands, in order to adapt with the present era. This has unquestionably affected quite a few life aspects. This development of facts has also left significant marks on the educational field, which has triggered a movement of radical reforms, making of the student the main focus of the educational process, and concentrating on his cognitive, mental, physical, psychological and social skills, in order to make the most of a successful student potential. Therefore, it was necessary to provide a person of specialty in supervising and counseling, who can provide guiding services for students, to help them in their educational pathway in the three phases of their academic life.

Zahran (1980) cites that without the counselor, it would be a difficult task to implement any guidance and counselling program, simply because the counselor specializes in carrying out most of the essential operations when it comes to mentoring and counseling (**Al-Shahri, 1999, p. 25**).

Therefore, the task of guidance and counseling was never an easy duty, since it involves quite a few intense activities, requiring high skills and excellent competencies, linked to the cognitive, emotional and social aspects.

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This can expose the school guidance counselor to difficult situations, generating an unbalanced work environment, which in consequence can lead the

counselor into a state of professional pressures, due to the excessive work load. This phenomenon is known as occupational stress (or pressure) which is considered as a type of psychological exhaustion, that can easily render useless and ineffective any working individual.

According to Khaled Al-Rashed, professional pressures are: “An expression of a state of mental or physical exhaustion, occurring as a consequence to incidents, causing anxiety and annoyance. These feelings are usually a result of several factors such as dissatisfaction, general work surroundings, as they may also happen as a direct result of the interaction of all the above-mentioned factors.” (Mahrouk, 2015, p. 04).

A study of **Hendrix (1989)** shows that sources of pressure can be pinpointed back to management and work supervision, as well as work stereotypes and routines which can result in a sense of boredom. In addition, excessive workloads and tasks as well as bad work conditions (poor ventilation, etc.) can be cause for work related stress. Conflict in roles is also one of the prominent manifestations of individual stress, in rapport with the individual job in modern institutions, and it is a side result of contemporary industrial and organizational life, having a negative impact on the individual productivity and job satisfaction. (Maaloum, 2015, p. 09).

A study of **Mokaddem Suhail (2000)**, which aimed to determine professional stress and its impacts on the individual mental and physical health, specifies that the higher the level of professional stress, the lower the degree of job satisfaction, in educational and professional guidance counselors. (Mehadji, 2011, p. 87).

In order to succeed in his line of work, the educational and professional guidance counselor requires optimal work conditions, guaranteeing a first-rate work performance; given that these work conditions are important in pushing the individual towards defining clear and specific work goals, thus satisfying his needs, which can diminish work tensions and gain a certain work balance. (Rajeh, 1995, p. 185).

Faruk Abd El-Fatteh Moussa (1981) similarly confirms that motivation for achievement is the desire for good performance and achieving success. It is a personal goal, that can animate and direct the individual's behavior and can also be considered as an important key component of success. It is positively linked to self-exploitation and self-confidence, and can be practically developed. (Gourari, 2014, p. 71).

Lindzey defines the achievement motivation (AM) as: “Something difficult, controlling things and organizing them, performing tasks as quick as possible, situation exploitation and obstacles overcoming, surpassing oneself potential, competing with others, rising self-esteem, and self-effectiveness through successful skilled practice.” (Al-Kurdy, 2003, p. 116).

From the above, it is distinctly clear that motivation in professional and educational guidance counselor can reinforce feelings of self-esteem, and can be linked to a sense of independence in decision making, work mastering, accomplishing tasks in the best way. This will positively impact the individual's work performance.

McClelland points out the role that the achievement motivation factor plays in increasing the individual's performance and his productivity, in various fields and specialties. The economic development and growth in any given society is the direct summation of achievement motivators

in the society's individuals, and the rise and fall of economics is tightly linked to the highs and lows of achievement motivation factors. (Khalifa, 2000, p. 16).

It is clear from the above that achievement motivation is the drive for the individual, as he is always working hard and making efforts, to reach higher levels of success and distinction. This is materialized in professional achievement behavior that can be a sign of enthusiasm, as the achievement motivation element situates the school guidance counselor in a permanent readiness state, as he is making incessant efforts and persevering in accomplishing his duties the best way possible. This results in a proper student guidance and periodic student follow-up.

The process of guidance and counseling is a concerning subject in the contemporary educational thought, and the profession of guidance and counseling is one subject that piqued researchers' interest in educational sciences in general, and educational counseling in particular. However, the present living reality of the counselors shows the prominence of a set of difficulties, obstacles and problematics, hindering the performance of their tasks, and decreasing their efficiency in the educational environment; due to multiple professional stress factors, as well as a decline in achievement motivation. Consequently, the current study aims to uncover the relationship between professional stress and achievement motivation in vocational and educational guidance counselor.

The study attempts to answer the following questions:

1. What are the levels of professional stress for the school and vocational guidance counselor?
2. What are the levels of achievement motivation for the school and vocational guidance counselor?
3. Is there a statistically significant correlation between levels of professional stress and levels of achievement motivation, for the school and vocational guidance counselor?

Study Hypotheses:

1. School and vocational guidance counselors evolve in low occupational stress levels.
2. School and vocational guidance counselors suffer from a lack in levels of achievement motivation.
3. There is a statistically significant correlation between levels of professional stress and levels of achievement motivation, for the school and vocational guidance counselors.

Study Objectives:

- The study aims to reveal occupational stress levels for the school and vocational guidance counselors;
- The study seeks to expose levels of achievement motivation for the school and vocational guidance counselors;
- The study also tries to uncover the relationship between professional stress and achievement motivation, for the school and vocational guidance counselors.

Study Relevance and Importance:

The importance of our study resides in the status and role of the position of the school and vocational guidance counselor; being that he is an effective element in a guidance and counseling system. However, the counselor is often faced with obstacles and difficulties, preventing him from fairly accomplishing his duties.

Our study gains its importance in the fact that it contributes in defining one main source of occupational stress, as well as identifying obstacles often met by the counselor.

The current study also is relevant in a manner by which it can be a reference for officials in the Education Ministry; by developing plans to decrease levels of stress in the professional environment, which is a recurrent problem

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confronted by school guidance counselors. This also can open the door to develop efficient strategies, aiming to reduce occupational stress levels; such as work promotions, granting additional privileges, improving the work environment as this can increase achievement motivation levels for guidance counselors, and attain reasonable degrees of job satisfaction and professional stability.

Study Limits:

The current study has three limits: Human, Temporal and Locational (Spatial).

1. Human limits: The study was applied on a sample of school and vocational guidance counselors in the wilaya of Tizi-Ouzou.

2. Temporal limits: The study was conducted during the first semester of the academic year of **2019 – 2020**.

3. Locational limits (spatial, geographical): Our study is limited to the two (02) centers of school and professional guidance, located in *Hamlat* and *Draa El-Mizene* in the wilaya of Tizi-Ouzou.

Basic concepts of the study:

Our study includes the following concepts:

1. Occupational stress (Pressures): it is a state of exhaustion (physical, muscular, etc.) which can be the consequence of incidents, causing annoyance and anxiety. It can also be the product of certain factors such as job dissatisfaction, as well as an interaction between all these elements. (Al-Nawayseh, 2013, p. 03).

Occupational stress, operational definition: it is a set of problems and difficulties that the guidance counselor is confronted with, in his work environment. In our study, it is the scored mark obtained by the school and vocational guidance counselor after answering items in the occupational stress scale.

2. Achievement motivation: It is as has **Faruk Moussa** defined it: “the desire for good performance and achieving success. It is a personal goal, that can animate and direct the individual’s behavior and can also be considered as an important key component of success.” (Khalifah, 2000, p. 16).

Motivation for achievement, operational definition: it is the desire and endeavor of the school and professional guidance counselor to attain a higher level of success and excellence in his line of work. In our current study, it will be the scored mark that the counselor would be obtaining, upon responding to items in the achievement motivation scale.

3. Theoretical framework of the study:

3.1. Occupational stress sources for school and vocational guidance counselors:

* Sources in relation with work and organization:

a. Workload:

The profession of the counselor requires several high skills and talents, in order to help students in finding solutions to their problems, as well as initiating important decisions making, disorder diagnosing. In addition, the counselor is often in charge of organizing several types of events and activities in a predetermined time framework, and other assigned tasks such as informative events, general guidance sessions and evaluations. These duties can be a source of occupational pressures for the counselor, and can negatively affect his performance.

b. Roles conflict:

This factor can be associated with the excessive administrative work, assigned to the guidance counselor, along with **communicative school events**, educational **psychological guidance and evaluation** sessions, which are important aspects of the educational process. These elements can be of a negative impact on the guidance counselor performance, especially when certain circumstances are encountered such as centralized administrative policies, bureaucracy, higher management decision making and sector's institutions miscommunication.

c. Role ambiguity:

El-Hindaoui Wafieh Ahmed (1994) indicated that the role ambiguity can be defined as: "the individual's lack of necessary information, crucial to accomplish his work duties, such as information related to his authority, responsibility and liability, as well as the established goals for his organization policies, rules and organizational procedures." (Al-Tariry, 1994, p. 684).

Lotfi Rashed (1992) believes that the role ambiguity: "can be restricted to four basic sources, despite its multiple facets"; which are:

First. The individual is subject to misinformation, and the information provided by his superiors might be unclear and confusing, such as containing unfamiliar terms.

Second. The information provided to the working individual might not be sufficient to establish the working individual's responsibilities, professional privileges, etc., in addition to a lack of information related to the individuals' organizational roles.

Third. Behavior patterns enabling the individual to accomplish required tasks in his line of work are not clearly specified, which is a higher management task.

Fourth. The individual is unable to obtain enough information, much needed to identify consequences of the expected role in the line of work. (Taha Abd El-Kader).

In addition, some studies have established that the role ambiguity can result in:

- Job dissatisfaction;
- Deteriorating relationships;
- Psychosomatic disorders and illnesses. (ibid. p. 24).

This can be observed for instance, when the school guidance counselor is also in charge of administrative duties, such as administrative paperwork, dispatching schedules, preparing periodic statistics. Moreover, the counselor might be responsible of the students' psychological

and educational follow-up, teacher guidance and counseling, pedagogic strategy orientations, etc. All these tasks require the guidance counselor to provide enough information and skills to satisfy each duty the best way possible. One of the biggest obstacles facing the guidance counselor is his inability to adapt with each situation, due to a lack of information or experience.

d. Nature of work:

Work is one important source of success, excellence and self-affirmation and self-fulfillment. It is also an efficient way of providing for psychological, social and financial needs. However, it can be a major cause of occupational stress and pressures.

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Despite the fact that essentially no line of work is stress-free, there are jobs and professions of a certain nature, causing the working individuals to develop high levels of stress and pressures. (Maarouf, 2001, p. 35).

The school and vocational guidance counselor is an educational supervision specialist in the Algerian educational system. He is an effective element in the educational process, and occupies an important status in his line of work, through his duties, activities as well as his administrative and educational contributions. This requires a factor of independence, initiative freedom and mobility.

e. Incentives:

Incentives are a set of external factorial influences, directed towards activating motives in the individual, in order to satisfy his need. Incentives can be represented in reactions as well as direct responses from the organization toward the working individual, as opposed to individual motives, which are individual-based and sourced. Incentive can be considered as a communication mechanism within the organization, with its employees. Incentives may differ according to different needs and motives, as they are no longer the only needs that are the sole focus for the working individuals' satisfaction. Therefore, inventiveness may vary a great deal, shifting from negative methods, relying on formal warnings and penalties, towards more positive incentives, for instance exemplified in pushing the working individual to improve his work performance, and encouraging him to attain higher levels of efficiency. These types of incentives may be materialized in additional privileges, responsibilities, promotions, involvement in important decisions making, etc. (El-Kebsi, 1998, p. 191).

f. Career advancement and career growth:

The lack of future promotion opportunities can be considered as a professional stress factor, and can easily deter the working individual ambitions. The guidance counselor in his working career is making efforts, in order to accomplish his duties, and he is always seeking to acquire new skills and improving his cognitive abilities, to secure an opportunity to move up the career hierarchy, thus satisfying his job needs. If the guidance counselor ever sensed an attenuation in his skills and capacities, he would certainly feel unsatisfied and unable to achieve his long-term career goals. This can lead to increasing feelings of occupational stress, anxiety, insecurity, resulting in job dissatisfaction.

Observing the promotion system within the legal boundaries of civil service, it is clear that the promotion process for the guidance counselor is very limited, when compared to teachers and other employees. This can often push the guidance counselor into a change in career or a switch into early retirement.

f. Individuals responsibility:

It is an established fact that some professions accord a great deal and attention to accountability in work. The responsibility burden can be amplified on the individual especially when dealing with material responsibilities. This is specifically the case for individuals working in the fields of police, nursing and schools. (Mohamed Kassem, 2001, p. 119).

3.2. Specific factors related to the achievement environment:

a. Work nature:

If the work qualities are compatible with the working individuals needs and necessities, they will be satisfied. This also is reflected on a more outgoing sense of motivation for work achievement.

b. Leadership and supervision:

The spontaneous behavior of the supervisor has a direct effect on defining and orienting the working individuals' behavior, and their productivity is predetermined by several factors, such as the leadership effectiveness in creating a psychological climate, which can assure the individuals' needs satisfaction, and motivate them towards higher levels of goals achievement, by stimulating the working individuals into making additional efforts through incentives, such as defending their material and moral rights, attributing rewards and salary raises and bonuses, providing real opportunities for professional growth and promotion, professional training, etc. These effective strategies earn the manager / supervisor the cordiality and loyalty of his employees, increasing in the same time their productivity. (Rasmi, 2004, p. 318).

c. Professional relations (Relations in the work environment):

Inside any given organization, there are typically different types of relationships; the relationship between the boss / manager / supervisor and his subordinates in direct or indirect forms, depending on hierarchy centralization. Recurring misunderstanding and conflicts in the working environment can lead to a peak in occupational pressures on the employees. It is also noted that if the employees evolved in a work environment lacking of any cordiality or endearment, and instead interacted in a climate full of caution, insecurity, dishonest competition, etc. they would be gradually exposed to the emergence of inter-organizational conflicts, and subsequently occupational stresses. (Al-Shouaty, 1972, p. 226).

In the same context, the guidance counselor, as he is a member of a group that he interacts with in a regular basis, is often involved with several educational staff affiliates, such as headmasters of secondary schools, middle schools, fellow colleagues from the administrative staff, as well as members of the educational lineup such as teachers, assistants, in addition to students and their parents. The success and blooming of these relationships provide the consultant with a sense of support and encouragement, to further accomplish his tasks and duties. It can also create some obstacles and difficulties, resulting in additional stress that can decrease the guidance counselor performance. Miscommunication can then occur which can lead to increasing levels of anxiety and annoyance, lack of motivation for work. Devoid of respect and cordiality, the relationships aforesaid would be characterized by threats and intimidation, this can result in conflicts that can negatively affect the achievement motivation.

3.3. Personal behavioral characteristics of achievement:

The impact of achievement motivation becomes relevant in individuals' behavior, who shows signs of it in certain situations, such as duties and tasks through which employees could be evaluated, using specific efficiency standards. Therefore, employees with strong motivation for achievement tend to accomplish their tasks that can enhance their motivation for achievement; making extra efforts in order to achieve a high level of performance. (Sultan, 2004, p. 142).

Steers (1975) and **Spencer (1977)** found that working individuals with achieving personality traits show satisfaction upon good performance, however, there is no relationship between performance and employees' satisfaction with lower degrees of motivation for achievement. (Keshroude, 1996, p. 76).

In addition, **Matsui et al.** affirm that levels of achievement motivation have a direct correlation with the provided effort, employees showing high levels of motivation for achievement display better work performance through corrective feedback. (McClelland, 1992, p. 60).

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Employees with high levels of achievement show great tolerance for perseverance and intense work involvement, in order to accomplish their attributed duties. Employees with achieving personalities can be actively working for long periods of time, with the sole goal of a high efficiency. (Hoyenga, 1984, p. 178).

Atkinson (1957) observed that the achievement orientation for individuals in a society is determined by the following factors:

1. Degree of motivation and work enthusiasm, making efforts in order to achieve goals, feelings of pride, in case of success, and shame, in case of failure;
2. Expectations of the individual, regarding the varying rates of success / failure;
3. Success value, and its consequences. (Atkinson, 1957, p. 246).

4. Field aspect of the study:

4.1. Study methodology:

Our study deals with an educational psychological phenomenon that requires description and analysis. Therefore, we have adopted a descriptive analytical approach, as it suits the study topic.

4.2. Study sample:

The sample of our study consists of one hundred (100) guidance counselors (both male and females); 22 males and 78 females. The sample was chosen on a purposive sampling basis, geographically located in the professional and educational centers in *Hamlat* and *Draa El-Mizane* in the wilaya of Tizi-Ouzou.

4.3. Study tools:

1. Occupational stresses scale: The scale was designed by researcher **Moussa Mattatah (2010)**, and it serves as a study tool to research the relationship between occupational pressures and vocational adjustment, in members of civil protection in the wilaya of Skikda, to obtain the master's degree at the Mentouri University (Constantine). The scale consists of twenty-three (23)

survey paragraphs, divided into four (04) dimensions, as follows:

- Role ambiguity dimension (08 items);
- Role burden dimension (07 items);
- Nature of work dimension (04 items);
- Promotion and career advancement dimension (04 items).

Scale description and method of scoring:

Multiple-choice items have been set (Always, Sometimes, Never) for each survey paragraph. These choices are determined as follows:

Table 01: Scale scoring method.

Items	Always	Sometimes	Never
Positive	03	02	01
Negative	01	02	03

Table 02: Survey paragraphs distribution on the scale dimensions (Mattatah Moussa, 2010).

Item	Survey Paragraph Number
Role ambiguity dimension	(1-8)

Role burden dimension	(9-15)
Nature of work dimension	(16-19)
Promotion & career advancement dimension	(20-23)

Psychometric characteristics of the occupational pressures scale:

As this specific scale has been often used in several studies, and has proven to be highly reliable and valid, it was satisfactory to limit our calculation of reliability through a re-test method, to assure its stability towards the sample study, as well as calculating both intrinsic validity and discriminant/divergent validity.

Table 03: Scale reliability through the re-test method.

Occupational Stress Scale	Reliability Rate (R)	Significance Level (Sig.)	Pilot Study Sample Size	Statistical Significance
	0,940**	0,000	30	Significant

Table 03 shows that reliability rate through the re-test methodology is equal to (0,940) which is a rather high value, indicating a high reliability rate for the scale, making it appropriate to be used in the data collection process.

• Intrinsic Validity of the scale:

$$\text{Intrinsic validity} = \sqrt{\text{reliability}}$$

$$\text{Intrinsic validity} = \sqrt{0,940}$$

$$\text{Intrinsic validity} = 0,969$$

0,969 is a relatively high value for the intrinsic validity factor, suggesting the trustworthiness of the used scale results.

* Discriminant/divergent validity:

Table 04: Scale's divergent validity factor (Highs and lows comparison).

Occupational Stresses Scale	Category	Number	Mean Value	Standard Deviation	Test Value (T)	Significance Level (Sig.)
	Highs	5	54,80	0,447	19,000	0,000
	Lows	5	51,00	000		

According to **Table 04**, arithmetic mean value for the highs' category is equal to (54,80), whereas the arithmetic mean value for the lows' category is equal to (51,00). The Test Value (T) based on the difference between the two means values is equal to (19,000), with a significance level of (0,000). Therefore, there are statistically significant correlative differences between the highs and lows categories, at a significance level value of (0,01). We can then conclude that the used scale has a high value divergent validity level.

2. Motivation for Achievement Scale: (or the Achievement Motives Scale (AMS))

The scale has been established by **Dr. Abd Errahmene Salah Al-Azrak**, and was designed within the educational situations' framework, carried out by teachers or expected on their regular exercise of profession. The scale then has been adapted and revised by researcher Afaf Sultani, in order to reveal achievement motives within the work team, as well as its relationship with the predominant leadership component for the director of the educational

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institution, in light of a project founded in 2020, to obtain the master's degree from the department of Psychology and Education Sciences in the university of Setif. (Sultani, 2010).

The scale consists of thirty-two (32) survey paragraphs: sixteen (16) positive and sixteen (16) negative, divided on five studied dimensions, which are:

- Ambition level dimension (06 items);
- Perseverance dimension (07 items);
- Performance dimension (07 items);
- Time perception importance dimension (06 items);
- Competitivity dimension (06 items).

Scale description and method of scoring:

Responses around each survey paragraph are of multiple-choice items (*applies, to some extent, does not apply*).

They are determined as follows:

Table 05: Scoring method for the used scale.

Items	Applies	to some extent	Does not apply
Negative	01	02	03
Positive	03	02	01

Table 06: Items distribution for measured achievement motivation.

Dimension	Expression (Paragraphs) number(s)
Ambition level	01-06-08-11-23-25
Perseverance	02-10-12-19-24-27-13
Performance	03-13-17-26-28-32-21
Time perception importance	04-14-22-29-30-07
Competitivity	05-09-15-16-18-20

Psychometric characteristics of the achievement motivation scale:

Since the scale in question has been previously used in several researches and studies, and has been proven to possess high reliability and validity rates, we judged it sufficient to only limit our calculation to the value of reliability through the re-test method, to reinsure its reliability and stability on the studied sample, as well as calculating both intrinsic validity and discriminant/divergent validity.

Table 07: Scale reliability through the re-test method.

Achievement Motivation Scale (AMS)	Reliability Rate (R)	Significance Level (Sig.)	Pilot Study Sample Size	Statistical Significance
	0,918**	0,000	30	Significant

Table 07 specifies that the value of reliability rate for the used scale through the re-test method is equal to (0,918), it is a fairly high value, representative of a high reliability rate value for the scale, which allows it to be used as data collection tool.

• **Intrinsic Validity of the scale:**

$$\text{Intrinsic validity} = \sqrt{\text{reliability}}$$

$$\text{Intrinsic validity} = \sqrt{0,918}$$

$$\text{Intrinsic validity} = 0,958$$

0,958 is a quite high value for the intrinsic validity factor of the scale, signifying the reliability of the used scale.

Discriminant/divergent validity:

Table 08:Discriminant/divergent validity of the scale (Highs and Lows comparison).

Achievement Motivation Scale (AMS)	Category	Number	Mean Value	Standard Deviation	Test Value (T)	Significance Level (Sig.)
	Highs	5	94,00	0,707	12,551	0,000
	Lows	5	87,60	0,894		

Table 08 shows that the arithmetic mean value for the highs' category is equal to (94,00), whereas the arithmetic mean value for the lows' category is equal to (87,60). The Test Value (T) based on the difference between the two means values is equal to (12,551), with a significance level of (0,000). Therefore, there are statistically significant correlative differences between the highs and lows categories, at a significance level value of (0,01). We conclude that the scale has a high value divergent validity level.

Statistical techniques used in the study:

Statistical data in our study has been processed by using the SPSS software (*Statistical Package for the Social Sciences*), Ver. 20 for analyzing on-field study data.

In analyzing the collected data, we relied on the following statistical techniques:

1. Cronbach's Alpha Coefficient (Tau-equivalent reliability); in order to calculate the value of reliability for the study tool;
2. Descriptive Statistics and Frequencies; to determine the study sample characteristics, according to the study variables;
3. One-Sample T Test method; to determine and assess the level of occupational pressures as well as the achievement motivation for school and vocational guidance counselors;
4. Pearson' Test; essential to reveal the relationships and correlations between studied variables.

5. Presentation and discussion of study results:

5.1.First hypothesisoverview and discussion:

Which states that:

“School and vocational guidance counselors evolve in low occupational stress levels.”

After the statistical analysis and treatment, it became clear that the arithmetic mean value for occupational stresses level for school and vocational guidance counselors has reached a value of (6,73) with a standard deviation estimated at (9,46). After calculating the differential significances related to both arithmetic means, based on the One-Sample T Test method, we found the value of (T) was equal to (5,104), which is superior to the expected tabulated value (1,96), at a significance level of (0,05), and a degree of freedom of (99).

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Since the values of (Sig) are greater than the significance levels (0,05), the first hypothesis is accepted, therefore, the school and vocational guidance counselors, indeed, evolve in low occupational stress levels.

Table 09: The One-Sample T Test method calculations, according to differential significances related to arithmetic means for both occupational pressures level and the scale substantial arithmetic mean.

Sample Size	Arithmetic Mean	Standard Deviation	Degree of Freedom	Calculated (T) Value	Expected Tabulated (T) Value	Significance Level (Sig.)
100	6,73	9,46	99	5,104	1,96	0,05

According to the aforementioned information, we found that the orientation and guidance counselors, specialized in psychology and psychological counseling, are very able to face difficulties and obstacles, as a direct result of their previous formation, that is well-suited to their line of work. This underlines the importance of the link between the academic training and the occupied work position, in order to achieve the expected goal in the line of work of counseling and advising. However, a not so specialized counselor, in the same situation, would have a hard time coping with work obligations and responsibilities, and his performance would then be reduced. This is especially pertinent in some specialized counselors in sociology, as they often have a hard time handling obvious problems, due to their lack of experience in dealing with psychological guidance techniques, when confronted with the students, due to the nature of their previous formation.

In addition, the obstacles that the advising counselor is facing can be of an administrative and organizational nature, which would subsequently reduce his effectiveness and performance, given the additional burden of excessive workload. The counselor is then confronted to huge piles of work, diversified activities due to the great number of classes and students; which normally would be the task of an assistant; and additional assignments related to affiliated institutions that are administratively associated due to hierarchy decisions, lack of competency which would force the advising counselor to make additional efforts as his new responsibilities require more mobility, which would physically and financially affect him. Furthermore, and due to the limited number of work hours, the counselor would be unable to perform his assigned tasks, which would then entail him to finish his duties at home, at the expense of his own comfort, family time, etc.

Abd Al-Rahman Hijan points out that work burden and work overload is a major cause for professional pressures and stress, as well as declining in individual health. Excessive workloads require the individual to spend uninterrupted working hours, which in the case of an advising counselor, would affect him in a negative manner, as he would be susceptible to develop symptoms such as work dissatisfaction, tension and hypertension. (**Abd al-Rahman Ibn Ahmed Hijan, 1998**).

Abeer Fathi (2011) also denoted the difficulties related to the nature of work, associated with the line of work of psychological counseling advisors, which can often lead them into a sense of frustration, psychological exhaustion, these can be pinpointed back to numerous sources and causes such as the school administration, students, teachers, students' parents, etc. (**Al-Shurafa', Abeer Fathi, 2011**).

5.2. Second hypothesis overview and discussion:

Which stated that:

“School and vocational guidance counselors suffer from a lack in levels of achievement motivation.”

We calculated each advising counselor mark for the achievement motivation scale. It appeared that the arithmetic mean for the achievement motivation level for the sampled individuals is equal to (0,150), with a standard deviation of (0,14). When calculating the differential significance between both arithmetic means, for the **One Sample T Test**, it appeared

that its value is equal to (8,9) which is greater than the expected tabulated value (T) (1,96), at a significance level of (0,05) and a degree of freedom estimated at (99). Therefore, the arithmetic mean value for the achievement motivation level for the school and vocational guidance counselors is greater than the substantial scale degree, and the difference between both arithmetic means has a correlative statistical significance for the greater arithmetic mean. This indicates that the advising counselor in Algeria suffers a great deal from low levels of motivation for achievement, as it is evident in the table.

Table 10: One-Sample T Test method, according to differential significances related to arithmetic means for achievement motives level and the substantial scale degree.

Sample Size	Arithmetic Mean	Standard Deviation	Calculated (T) Value	Expected Tabulated (T) Value	Degree of Freedom	Significance Level (Sig.)
100	0,150	0,14	8,9	1,96	99	0,05

Based on the previous statistical data, it appears that professional, technical and administrative obstacles than often face the school and vocational guidance counselor can seriously hinder his performance, and limit him in achieving his work duties within the educational environment, especially given the existence of additional difficulties, linked to the counselor's previous formation, academic specialty, which would negatively affect the process of orientation and counseling operations; particularly when applying psychological tests and orientation interviews. In addition, the counselor may face some financial difficulties especially when he is required to move between affiliated institution in a large educational sector, in the absence of any kind of financial incentives.

Our second hypothesis is consistent with the study of **Rosenthal (1964)**, which affirms that working individuals evolving in a work climate characterized by role ambiguity, develop feelings of increased worry and tension, and they are rarely satisfied with their jobs. In addition, they could be losing sense of themselves, which leads to a motivation decrease in their line of work. The study of **Cohen (1984)** reveals that employees showing signs of role ambiguity display high levels of job dissatisfaction, as well as tension and low levels of achievement motivation. (Mansouri, Mustafa, 2010, p. 65).

In light of these facts, the guidance counselor is indeed overwhelmed with technical duties that can easily take away precious time, necessary for the counselor to exercise his real role and tasks such as: evaluation, communication, orientation, follow-up and guidance. Instead, he is overworked with administrative documents, dispatching schedules, establishing periodic rundowns and recaps and assuring work duties on holidays, etc.

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Furthermore, the large number of administrative tasks, and the diversity of activities that the counselor is responsible of, can create a sense of conflict, making the counselor's duties even harder, purely of an administrative nature. Additionally, the guidance counselor in these particular circumstances may develop feelings of

confusion and uncertainty, blurring the line of work procedures, and clouding the counselor's good judgment when dealing with privileges and responsibilities, which in the end would make him feel nervous as a direct result of role ambiguity. This can negatively affect the guidance counselor's motivation.

5.3. Third hypothesis overview and discussion:

Which stated that:

“There is statistically significant correlation between levels of professional stress and levels of achievement motivation, for the school and vocational guidance counselors.”

To verify the validity of this hypothesis, we calculated the value of Pearson Correlation Coefficient, to study the relationship between occupational stresses as a whole and achievement motivation. After statistical data treatment and analysis, we found that the Pearson Correlation Coefficient (**R**) between occupational stresses and motivation for achievement, has a value of (2,76), which indicates a negative correlation, with corresponding values ranging from (0,50) to (0,70), with lesser values being considered as medium negative correlation. Therefore, our third hypothesis is fulfilled.

Table 11: Calculations of Pearson's Correlation Coefficient (R), associated with the study of the relationship between occupational pressures and achievement motivation.

Personal Data Sample	Pearson's Correlation Coefficient (R) Value	Degree of Freedom	Level of Significance	Statistical Significance
100	2,76	98	0,05	Statistically Significant

In light of the obtained results, we can conclude that the school and vocational guidance counselor suffer from high levels of occupational stresses and pressures, due essentially to an overlapping of required tasks and duties in the work environment on one hand, and his previous academic formation and scientific gained knowledge on the other hand. Moreover, high levels of occupational pressures and stresses for the guidance counselor can be traced back to poor communication and bad rapport between the counselor and his direct supervisor, as well as role ambiguity and undefined responsibilities, requiring additional time for adjustment and completion. Furthermore, the guidance counselor is often required to accomplish several tasks unrelated to normally assigned duties, which can as well increase professional stress, because of growing work tensions, frequent professional solicitations and exhaustion, draining work shifts especially at the end of the day, which can affect the counselor's nerves. In addition, a remote workplace and frequent cab fares and recurrent travel shifts between affiliated educational establishments can create feelings of boredom and fatigue for the guidance counselor, negatively affecting his abilities and decreasing his performances.

It is clear from the above-mentioned points that the school and vocational guidance counselor is in charge of a many tasks, filling many roles at once, and having overlapping responsibilities, which makes him subject to high

levels of occupational pressures and stresses, thus affecting his motivation for accomplishing his work duties the best way possible. We can then assert that the third hypothesis is fulfilled, as the greater occupational pressures are, the lower the achievement motivation for the school and vocational guidance counselor. These results are consistent with the study of **Gourari Hanene (2014)**, which intended to identify the relationship between occupational stress and motivation for achievement for public health physicians. The result determined that there is an inverse correlation between occupational stress and achievement motivation for public health physicians.

Our obtained results are also consistent with **Kassem Mohamed study (2001)**, which was designed to reveal the relationship between occupational pressures and quality of life, for female kindergarten teachers. The study concluded that there indeed is an inverse correlation between occupational pressures and life quality, in other words, the greater the occupational pressures are, the lower the quality of life is.

6. Conclusion:

In light of findings of the current study, and after statistical data treatment using the SPSS software (Ver.20), in order to analyze collected field study data, and by relying on a set of statistical techniques, and after discussing obtained results, we reached the following conclusions; that the school and vocational guidance counselor is evolving in low levels of occupational pressures and stresses, and suffers from a lack of motives for achievement. We also verified the existence of a correlation between occupational stress and the level of achievement motivation.

Suggestions & propositions:

Taking into consideration results obtained throughout this study, we see it fit to provide a set of suggestions, as follows:

- Increasing motivation for the school and vocational guidance counselors, by supporting them via financial and moral incentives, as well as providing them with the necessary means in order to help them accomplish their assigned tasks and duties;
- Redrafting and reformulating ministerial circulars, in accordance with recent reforms, taking into consideration the fact that the guidance counselor is required to cover large educational establishments areas and wide districts, while accomplishing his assigned tasks. The guidance counselor should be appointed to a single institution, to guarantee ideal work performance and avoid housing and/or transportations problems;
- Employing a guidance counselor for each of the three educational phases, in order to reduce workload and increase performance;
- Assigning a fixed timetable, for the orientation and guidance procedure;
- The guidance counselor should be subjected to continuous and regulated training courses, in order to help in his performance;
- The necessity of attributing additional authority for the guidance counselor, so that he would be able to accomplish his tasks in the most comfortable manner;
- Attributing special attention and great care for the guidance counselor formation throughout his academic training, and benefiting from academic experience and expertise;
- Conduction scientific studies associated with occupational pressures and stresses, by assessing and identifying the causes and roots of feelings of stress and anxiety, for the school and vocational guidance counselor.

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