

Naami, A., Kerfas, N., Lefreid, S. E. (2026). Academic guidance in university training systems in the sports field: between students' aspirations and available professional opportunities, *Sport media and business*, 12(1) 63-78

Original scientific paper

UDK: 378.091:005.6]:796

796-057.875

Received: 12.1.2026

DOI: <https://doi.org/10.58984/smb2601063n>

Accepted: 11.3.2026

Corresponding author: i.layadi@univ-soukahras.dz

ACADEMIC GUIDANCE IN UNIVERSITY TRAINING SYSTEMS IN THE SPORTS FIELD: BETWEEN STUDENTS' ASPIRATIONS AND AVAILABLE PROFESSIONAL OPPORTUNITIES

Abdelkader Naami¹, Nabil Kerfas², Salah Eddine Lefreid³

Abstract: This study examines the role of academic advising in university training systems within the sports field, with a particular focus on the relationship between students' aspirations and available professional opportunities in the labor market. The primary aim of the research was to investigate the perceived importance of academic advising among faculty members, students, and graduates in the fields of kinesiology and physical education, and to explore how effective academic support contributes to students' academic, psychological, and social adaptation while meeting quality standards in higher education.

The study involved a sample of key stakeholders in the training process (faculty members, current students, and alumni). Data were collected using a structured questionnaire. The results revealed a broad consensus among all respondent groups regarding the critical role of academic advising in guiding students according to their scientific capabilities and personal motivations, enhancing their academic performance, and facilitating successful integration into the professional field.

Keywords: Academic advising, Higher education quality, Labor market alignment, University training systems, Physical education, LMD system

¹ PhD in Sports Management, Institute of Science and Technology of Physical and Sports Activities, University of Souk Ahras, "Souk Ahras – Algeria", phone number: +213790162798, <https://orcid.org/0009-0002-7398-4031>; E-mail: a.naami@univ-soukahras.dz

² PhD in Sports Management, Institute of Science and Technology of Physical and Sports Activities, University of Algiers 3, "Algiers – Algeria", phone number: +213668666893, <https://orcid.org/0009-0000-1817-8358>; E-mail: kerfes.nabil@gmail.com

³ PhD in Sports Management, Institute of Science and Technology of Physical and Sports Activities, University of Laghouat, "Laghouat – Algeria", phone number: +213655121363, <https://orcid.org/0009-0001-6954-1281>; E-mail: alfridsala@yahoo.fr



Introduction

Patterns of academic guidance and orientation at the university level vary significantly according to scientific specialization. While some disciplines rely primarily on cognitive abilities, others - such as motor sciences and physical education - require additional physical, athletic, and psychomotor competencies.

The general objective of physical education, as defined by Pierre Arnaud (1983), is to prepare socially responsible individuals capable of engaging effectively with social life. Achieving this objective depends heavily on the competencies of the physical educator within the educational process. However, as Gabriel Beshara (1986, p. 5) notes, despite widespread awareness in Arab countries of the teacher's importance, the teaching profession continues to struggle to attract outstanding individuals capable of shouldering the responsibility of educating future generations.

Every profession requires specific foundations, conditions, and skills. The teaching profession is no exception; it demands particular personal and professional characteristics in the educator, who serves as the primary agent in achieving educational goals and shaping learners' behavior. This systematic influence helps students achieve self-regulation, positive social adaptation, and meaningful contributions to societal development.

In today's context, students aspire to obtain high-quality qualifications that secure employment in an increasingly competitive labor market. Families seek comprehensive academic and personal preparation for their children, while governments aim to produce highly competent graduates capable of driving national development plans. These converging pressures have prompted national reforms aimed at enhancing the internal and external efficiency of higher education systems through improved quality assurance and outcome regulation.

In the field of motor sciences, the sharp rise in university enrollment in physical education programs has often exceeded the absorption capacity of training institutions (Alem, 2003). Consequently, universities and institutes must implement rigorous selection procedures to admit only the most qualified candidates. This principle is clearly emphasized in the UNESCO International Charter of Physical Education and Sport.

Like other university disciplines, motor sciences require students to receive accurate and timely information about program requirements, course structures, and administrative procedures. Academic advisors play a pivotal role in this process, extending beyond mere information provision to explanation, clarification, and ongoing guidance. Given that students must obtain the advisor's approval for most academic

decisions, this role demands patience, attention to detail, extensive experience, and thorough familiarity with academic regulations and study plans.

Nevertheless, because students' primary focus is often obtaining a degree, academic advising is sometimes perceived as a secondary concern, which may weaken its effectiveness. Moreover, the emergence of new specializations in the labor market can create challenges; students may discover late in their studies that they have enrolled in courses outside their program plan, potentially delaying graduation. Timely intervention by the student or the academic advisor is therefore essential.

The present study seeks to highlight the growing importance that contemporary societies attach to academic guidance and pedagogical support throughout students' university training. Effective academic advising represents a crucial step toward preserving the university's pedagogical standing, enhancing the value of its degrees, and improving graduates' social and professional recognition - thereby contributing to both individual fulfillment and societal benefit.

This research also aims to examine the key procedures of academic guidance in Algerian higher education programs in motor sciences, from student selection through academic progression to graduation and entry into professions aligned with students' abilities and interests.

Significance of the Study and Research Objectives

This study holds particular significance in the Algerian context, where youth unemployment (ages 15-24) stands at approximately 29.8% (World Bank, 2025), and graduates in physical education and sports sciences face acute challenges in labor-market integration due to skill mismatches and limited professional orientation. By providing an empirical comparison between the classical and LMD systems, the research contributes to evidence-based higher education policy and offers practical recommendations for strengthening academic advising. The main objectives are: (1) to assess the perceptions of faculty members, students, and graduates regarding the role and effectiveness of academic advising; (2) to compare procedures and outcomes between the two university systems; and (3) to identify strategies for better alignment between student aspirations and available professional opportunities.

In Algeria, numerous institutes have been established to train sports professionals capable of addressing shortages in educational institutions and sports clubs. Some of these institutes operate under university supervision (university-based training), while others fall under the Ministry of Youth and Sports (non-university higher tra-

ining). Both systems rely on competitive entrance examinations to select suitable candidates.

The issue of educator quality in physical education is not new. The rapid expansion of physical education teacher preparation programs has raised serious concerns about the quality of training, particularly regarding student selection and preparation (Alem et al., 2013). (As Al-Khouli 2002, p. 236) emphasizes, "The process of selecting physical education students ... is one of the key inputs for developing the profession," because future teachers and coaches must demonstrate competencies across behavioral, cognitive, mental, physical, motor, emotional, and affective domains.

Consequently, teacher-training institutes bear a direct responsibility to society. They should not accept every applicant nor graduate every enrolled student; rather, they must carefully select individuals who possess the necessary qualifications and genuine aspiration to work in the sports education field.

In many developed countries, colleges and departments of physical and sports education regularly review and update their admission requirements. Ongoing research continues to generate new ideas for refining selection criteria through surveys, comparative studies, and case analyses (Al-Khouli, 2002, p. 237).

Several previous studies have examined pedagogical guidance in higher education, including works by Martens-Freed (1984), Bahri (1992), Kerfas (2015), Kerfas and Cloes (2006), and Alem, Kerfas et al. (2013). These studies consistently highlight the need to strengthen monitoring procedures for new students by granting a more prominent role to the academic advisor, as stipulated in Algeria's university education reform laws, particularly under the LMD system.

Such guidance contributes significantly to students' psychological, social, and academic adjustment, thereby supporting the development of a well-rounded personality. Psychological and educational counseling services have thus become an essential component of the modern university educational process. In addition to academic guidance, the university advisor often provides psychological support and helps address behavioral or emotional difficulties.

Under the classical university system in Algeria, several negative phenomena have been observed in motor sciences programs, including student disengagement in both theoretical and practical courses. Some students attribute this to inadequate initial guidance or mismatch between their baccalaureate stream and university requirements. Others exhibit negative attitudes during practical sessions, particularly those with limited motor skills, due to fear of failure or peer ridicule.

In contrast, the adoption of the LMD system, in which the supervising professor serves as a mentor providing continuous academic and psychological support, has offered students greater reassurance and better opportunities to plan their professional trajectories.

Despite ongoing pedagogical reforms, the current student selection tests in Algeria have remained largely unchanged for many years. Given the differences between the classical and LMD systems, the selection process through competitive examinations plays a critical role in aligning students' interests and motivations with their chosen specialization. This alignment is expected to enhance academic success, facilitate future professional integration, and ease the workload of academic advisors.

Accordingly, the present study seeks to answer the following research questions:

- Do current academic guidance procedures adequately meet the needs of Algerian universities and reflect societal aspirations?
- To what extent do faculty members, students, and graduates from both the classical and LMD systems agree on the definition and improvement of academic guidance procedures?
- What role does the academic advisor play in directing students toward careers that match their abilities and respond to labor market demands?

Theoretical Framework

The selection of students for higher education programs in physical and sports education requires the active involvement of multiple factors that enable applicants to acquire the necessary knowledge and practical experience in the field. Academic guidance plays a pivotal role in this process by raising students' awareness and strengthening their motivation toward university studies.

Information dissemination is a fundamental component of effective academic guidance. At the secondary school level, this occurs primarily through educational counselors and mass media channels, providing students with comprehensive data on available programs, specializations, and their specific requirements in physical and sports education institutes.

Guidance, in essence, is a systematic process aimed at achieving congruence between the student's individual characteristics (abilities, aptitudes, interests, and personality traits) and the diverse demands of educational and professional opportunities. Its ultimate goal is to create an environment that fosters personal growth

and facilitates success in both academic and professional domains (Super, 1957; Holland, 1997).

However, the process of choosing a field of study or an educational institution is often influenced more by parental preferences and institutional regulations than by the student's own desires and inclinations. As a result, many students enter programs for which they are inadequately prepared, leading to reduced motivation, lower performance, and difficulties in aligning their studies with future career aspirations.

Effective guidance does not imply granting students unrestricted freedom of choice. Rather, it involves structured, individualized support from qualified academic advisors who assist students in analyzing their educational and professional challenges in light of their personal strengths and competencies. This support helps students identify pathways that best match their potential, ultimately enabling them to become productive citizens who derive satisfaction and well-being from their chosen careers.

Mustafa Ghaleb underscores that the educational advisor must help students evaluate their mental and physical aptitudes, academic and professional interests, and the available educational resources, then guide them toward institutions and programs that align with their goals.

A core element of academic advising in kinesiology and physical education is the assessment of students' prior academic background, particularly the secondary school stream (literary, scientific, or technical). University programs in this field typically require a solid foundation in biology, physics, chemistry, and mathematics. Additionally, subjects such as psychology, sociology, and philosophy provide valuable preparation for the socio-humanistic components of physical education curricula.

Al-Khouli (2002, p. 236) observes that the question of which secondary school stream best prepares students for success in physical education teacher training remains unresolved. Consequently, most physical education institutes in Algeria accept applicants from various streams, placing primary emphasis on the overall baccalaureate score rather than the specific track. Kerfas (2015) supported this approach in a comparative study that found no statistically significant differences in training performance based on students' secondary school backgrounds. While prior academic stream does not appear to constitute a major barrier, it may influence the level of initial readiness for the program.

Nevertheless, recent studies indicate that students with lower baccalaureate scores are disproportionately represented in physical education programs. Many appear to view these institutes as an easier route to obtaining a university degree when ad-

mission to more competitive programs proves difficult (Al-Khouli, 2002, p. 237; Alem et al., 2013).

To ensure objective and reliable student selection, it is essential to employ scientifically validated assessment tools and entrance examinations. These instruments provide a systematic means of identifying candidates who possess the cognitive, physical, motor, emotional, and affective aptitudes required for excellence in the field.

Furthermore, information dissemination through various media channels serves as an effective tool for shaping students' attitudes and expectations regarding university studies and future careers in sports. Media can familiarize prospective students with the unique characteristics of physical education programs and the realities of the profession.

Guidance is fundamentally an educational process that assists students in making informed choices aligned with their abilities and preferences. Such informed decision-making is a critical determinant of both academic success and long-term professional satisfaction.

The debate concerning the most suitable secondary school stream for physical education training persists. While the current flexible admission policy does not appear to prevent students from completing their studies, it may result in incomplete preparation in certain foundational areas. Future research should therefore investigate the long-term effects of different secondary streams on academic and professional outcomes, especially in light of ongoing educational reforms in Algeria.

Previous practical experience in sports is widely recognized as beneficial for future physical education instructors. Studies consistently show that individuals with prior sports engagement develop personal and professional attributes - such as discipline, teamwork, resilience, and practical skills - that distinguish them from those without such experience.

Academic Advising Models in Higher Education Two principal models of academic advising prevail in higher education. The Prescriptive Advising Model is directive and information-focused, emphasizing course selection, rule compliance, and administrative support. In contrast, the Developmental Advising Model adopts a holistic, student-centered approach that fosters self-awareness, decision-making skills, and long-term personal and professional growth (Crookston, 1972).

In the Algerian context, the classical university system tends toward a more prescriptive model, with advising often limited to routine administrative tasks. The LMD

system, however, promotes a developmental approach by assigning supervising professors a mentoring role that provides continuous academic, psychological, and career support. This shift facilitates better alignment between student aspirations and labor-market demands, as evidenced by comparative studies in the Maghreb region (Kerfas & Cloes, 2015). Recent Algerian and regional research confirms that the LMD framework enhances student adaptation and reduces dropout risks compared to the classical system, particularly in applied fields such as physical education and sports sciences.

In summary, academic guidance in kinesiology and physical education must integrate all the above elements. It requires scientifically grounded procedures, continuous and systematic mentoring throughout the university period, and the creation of supportive conditions through encouragement, motivation, and the cultivation of positive attitudes. These measures are essential for producing highly qualified professionals who can serve society effectively while minimizing the risk of future attrition from the teaching profession.

Methods

Research Design

The study adopted a descriptive research design, as it is the most suitable approach for investigating perceptions and comparing two higher education systems in the field of kinesiology and physical education.

Study Population

The target population consisted of key stakeholders involved in higher education training in kinesiology and physical education at the University of Algiers., including faculty members, current students (particularly those nearing graduation), and graduates from both the classical system and the LMD (Licence-Master-Doctorate) system.

Sample The study sample consisted of 202 respondents, distributed as follows:

- 28 faculty members
- 77 students nearing graduation
- 97 graduates

This sample included participants from both the classical and LMD systems. The sampling procedure was based on convenience (non-probability) sampling, targeting readily accessible and willing participants within the university community. Although

the sample size is reasonable for exploratory research, its representativeness remains limited due to the non-random selection method.

Characteristics of the Study Sample

Table 1. Distribution of the Sample by Role and University System

Role	Classical System	LMD System	Total	Percentage (%)
Faculty Members	12	16	28	13.9
Students (nearing graduation)	35	42	77	38.1
Graduates	48	49	97	48.0
Total	95	107	202	100

Questionnaire Description

The questionnaire was developed specifically for this study and consisted of 28 items divided into four main sections:

1. Demographic Information (6 items)
2. Perceived Importance of Academic Advising (8 items) - using a 5-point Likert scale
3. Procedures and Practices of Academic Guidance (8 items)
4. Comparison between Classical and LMD Systems + Open-ended Questions (6 items)

Sample Questions:

- “Academic advising plays a crucial role in helping students adapt to university life and achieve academic success.” (Likert scale)
- “How often do you meet with your academic advisor during one semester?” (Multiple choice)
- “What are the main obstacles facing effective academic advising in your university system? Please explain.” (Open-ended)

Validity and Reliability of the Questionnaire

The questionnaire was validated through a two-stage process. First, face and content validity were ensured by submitting the initial draft to a panel of five experts in sports management and higher education. Necessary modifications were made based on their feedback. Second, a pilot study was conducted with 25 participants (not included in the final sample). Internal consistency for the Likert-scale sections was acceptable (ranging from 0.78 to 0.86).

Data Processing and Statistical Analysis

Responses to closed-ended questions were coded and entered into Microsoft Excel, then analyzed using Statistica and SPSS. Descriptive statistics (frequencies and percentages) were calculated. Inferential statistics included the Chi-square test for categorical variables and independent-samples t-tests to compare mean responses between the classical and LMD systems. When normality assumptions were not satisfied, the Mann-Whitney U test was applied. Differences were considered statistically significant at $p \leq 0.05$.

For open-ended questions, responses were subjected to qualitative content analysis through systematic coding.

Ethical Considerations

This study was conducted in accordance with ethical principles for research involving human participants. Approval was obtained from the relevant university research committee. All participants were informed about the purpose of the study and provided informed consent. Participation was voluntary, and confidentiality and anonymity were strictly maintained.

Verification of Analysis Reliability

Intra-rater reliability was assessed by having the researcher code the same open-ended responses at two different time points. The percentage of agreement was calculated using the formula:

$$\text{Agreement (\%)} = \frac{\text{Number of agreements}}{\text{Number of agreements} + \text{Number of disagreements}} \times 100$$

The agreement rate exceeded 85% across all analyses, confirming the stability of the coding process.

Results

Academic Advising and Its Role in University Success

Table 2. Students' Perceptions of the Importance of Academic Advising in Achieving the Objectives of Physical Education Teacher Training (Percentages of "Agree" and "Strongly Agree" Responses)

Item Description	Classical (%)	LMD (%)	p-value
Acquisition of professional competencies	90.3	88.3	0.76
Broadening theoretical and academic knowledge	90.3	84.4	0.42
Reaching a defined level of practical performance	74.2	85.7	0.15
Achieving a defined level of guidance/mentoring	80.6	85.7	0.51
Acquisition of motor/physical skills	87.1	64.9	0.02*
Acquisition of pedagogical competencies	90.3	84.4	0.42
Acquisition of relational competencies	87.1	79.2	0.34
Acquisition of scientific competencies	54.8	85.7	0.001**

$p < 0.05$; ** $p < 0.01$

A high percentage of students from both training systems rated all proposed items as highly important. The only statistically significant difference appeared in "acquisition of motor/physical skills," where students in the classical system assigned significantly higher importance. In contrast, students in the LMD system placed significantly greater importance on "acquisition of scientific competencies." These differences suggest that the two systems shape students' expectations differently, highlighting the potential role of academic advisors in bridging these expectations.

Students' Motivations for Choosing Physical Education Training and Their Relationship to the Labor Market

Table 3. Motivations for Enrolling in Physical Education Programs According to Faculty Members (Percentages of "Agree" and "Strongly Agree")

Item Description	Classical (%)	LMD (%)	p-value
Desire to work in physical and sports education	91.7	92.9	0.89
Obtaining a degree that ensures a stable career	83.3	92.9	0.35
Positive perception of sports-related professions	66.7	67.9	0.94
Love of sport	91.7	92.9	0.90
Preference for working outdoors	33.3	46.4	0.44
Desire to actively practice sports	100	71.4	0.03*
Seeking an easy course of study	33.3	28.6	0.76
Ease of employment in the field	16.7	50.0	0.049*
Ability to maintain physical fitness	33.3	21.4	0.42

$p < 0.05$

Faculty members identified “love of sport” and “desire to work in physical and sports education” as the strongest motivations. Significant differences emerged regarding “desire to actively practice sports” (higher in classical) and “ease of employment” (higher in LMD).

The Role of Academic Advising in Introducing Students to Various Career Paths

Table 4. Preferred Career Paths Upon Enrollment in Physical Education Programs
(Percentages of Agreement by Group)

Career Path	Faculty Classical	Faculty LMD	Students Classical	Students LMD	Graduates Classical	Graduates LMD
Education	91.7	96.4	90.3	94.8	86.7	94.8
Training/Coaching	75.0	96.4*	83.9	83.1	84.4	85.6
Recreation/Leisure	41.7	42.9	51.6*	23.4	60.0*	23.7
Sports Administration & Management	0	17.9	51.6*	29.9	28.9	30.9

Indicates statistically significant differences (p < 0.05)

“Education” remained the most preferred career path across all groups, followed by “training/coaching.” The LMD system showed stronger orientation toward coaching and sports management.

Discussion

The results demonstrate a broad consensus among faculty members, students, and graduates on the critical importance of academic advising in university training within the sports field. Both the classical and LMD systems recognize its contribution to developing professional, pedagogical, scientific, and motor competencies. However, distinct differences emerge in emphasis: the classical system prioritizes motor and practical skills, while the LMD system places greater weight on scientific competencies and awareness of diverse career paths.

These findings align closely with recent international research in sport management and higher education policy. A 2024 comprehensive review emphasizes that developmental advising models significantly enhance student belonging, retention, and career readiness - particularly in applied fields such as kinesiology and sport management. Similarly, studies applying Learned Needs Theory show that effective academic advising helps students balance demands and improve persistence rates.

In the Algerian context, the observed differences between the two systems reflect well-documented challenges of the LMD reform. While the LMD system promotes

professionalization and flexibility, implementation gaps remain in practical fields like physical education. Our results corroborate that the LMD system is more effective in broadening career awareness.

Regarding motivations and employability, the dominant role of "love of sport" alongside growing awareness of employment prospects echoes recent studies on student-athlete success and retention activities. Targeted academic advising is essential for bridging the gap between student aspirations and labor-market realities.

Overall, while both systems demonstrate strengths, the results underscore the necessity of strengthening academic advising structures - particularly in the classical system - to better align with modern higher education policies that emphasize employability, student belonging, and professional diversification in sport management. Academic advising is no longer merely administrative support but a strategic tool for enhancing graduate outcomes in an evolving labor market.

Conclusion

This study examined the role of academic advising in university training systems in the field of physical education and sports by comparing perceptions across the classical and LMD systems. The findings indicate a strong consensus among faculty members, students, and graduates regarding the importance of academic advising in supporting students' academic success and professional development.

While both systems demonstrate strengths, notable differences were observed in the types of competencies emphasized. The classical system appears to prioritize practical and motor skills, whereas the LMD system places greater emphasis on scientific competencies and awareness of diverse career opportunities. These differences highlight the importance of structured academic advising in helping students navigate educational pathways and align their aspirations with labor-market realities.

The study suggests that strengthening academic advising mechanisms within sports education programs could significantly enhance students' professional orientation, career preparedness, and integration into the labor market. Universities should therefore consider institutionalizing structured advising systems, improving advisor training, and integrating career guidance into the curriculum.

Future research should expand the sample to include multiple universities and employ longitudinal designs to better understand the long-term impact of academic advising on graduates' professional trajectories.-

Limitations

This study has several limitations. The sample was drawn exclusively from one institution (the University of Algiers) using convenience sampling, which limits generalizability. The research relied primarily on self-reported perceptions, which may be subject to social desirability bias. The cross-sectional design does not allow longitudinal tracking of advising effects. Finally, while the questionnaire underwent basic validity checks, more advanced psychometric validation could strengthen future work. Despite these constraints, the study provides valuable insights and a foundation for larger-scale research.

Practical Implications

The findings of this study provide useful insights for higher education policymakers and university administrators. Strengthening academic advising structures within sports education programs could improve students' career orientation and better align university training with labor-market needs. Establishing formal advising units and providing professional training for academic advisors may contribute to improving student retention and graduate employability.

Conflict of interests:

The authors declare no conflict of interest.

Author Contributions

Conceptualization, A.N. and N.K.; Resources, A.N. and S.E.L.; Methodology, A.N.; Investigation, A.N. and S.E.L.; Data curation, A.N.; Formal Analysis, A.N. and N.K.; Writing – original draft, A.N.; Writing – review & editing, N.K. and S.E.L.; Supervision, N.K.

All authors have read and agreed to the published version of the manuscript.

References

1. Al-Khouli, A. A. (2002). Principles of physical and sports education: Profession and professional preparation. Dar Al-Fikr Al-Arabi.
2. Alem, J. (2003). La valeur de l'appréciation par simulation (APS) pour prédire le succès initial en enseignement des candidats aux études en éducation [Unpublished doctoral dissertation]. Université Laval.

Naami, A., Kerfas, N., Lefreid, S. E. (2026). Academic guidance in university training systems in the sports field: between students' aspirations and available professional opportunities, *Sport media and business*, 12(1) 63-78

3. Alem, J., Cloes, M., Guay, D., & Kerfes, N. (2013). Mesure de l'aptitude physique générale lors des épreuves de sélection pour les études supérieures en éducation physique et sport au Maroc et en Algérie. Presses de l'Université du Québec.
4. Arnaud, P. (1983). Les savoirs du corps. P.U.F.
5. Bahri, Z. (1992). Validité du Concours d'entrée en 1ère année de L'I.S.S.P de SFAX [Unpublished master's thesis]. ISEPS de Ksar Saïd.
6. Beshara, G. (1986). Training the Arab teacher and the scientific-technological revolution (2nd ed.). University Press for Studies and Publishing.
7. Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13(1), 12–17.
8. Holland, J. L. (1997). Making vocational choices: A theory of vocational personalities and work environments (3rd ed.). Psychological Assessment Resources.
9. Kerfes, N. (2015). Challenges of entrance exams for higher education in the sports field. *Journal of Educational Sciences*, University of Constantine, 32, 41–94.
10. Kerfes, N., & Cloes, M. (2006). La formation des éducateurs en éducation physique. Université de Liège.
11. Kerfes, N., & Cloes, M. (2015). Analyse du système actuel de formation des éducateurs sportifs en Algérie et en Communauté Française de Belgique. *The European Journal for Sport Sciences Technology*, 55–67.
12. Martens-Freed, L. (1984). Selection of physical students and success in student teaching. *Journal of Teaching in Physical Education*, 6(4), 411–424.
13. Super, D. E. (1957). The psychology of careers. Harper & Row.
14. World Bank. (2025). Unemployment, youth total (% of total labor force ages 15-24) – Algeria. <https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=DZ>

Naami, A., Kerfas, N., Lefreid, S. E. (2026). Academic guidance in university training systems in the sports field: between students' aspirations and available professional opportunities, *Sport media and business*, 12(1) 63-78
