The Professional Youth Project: A Dynamic Process and Complexity Associated with Stakeholder Roles

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Abstract: *The young professional project is a complex issue influenced by multiple factors. It also has various impacts on the individual and on society. We can see the difficulties through various studies and theories describing the complexity of vocational choice and questioning various fields: psychology, sociology, educational and vocational guidance, politics, economics, psychoanalysis, education, etc. These challenges also have important implications for individual and social. They are clearly observed in the youth insertion of problems in working life and social costs that result: massive youth unemployment especially graduates, juvenile delinquency, illegal immigration etc. This study is part of an attempt to explore the phenomena and factors influencing the career choices among young Moroccans, rather than another. We aim mainly to highlight the respective roles of the family, the school and the guidance counselor in the process of design and construction of a professional project staff of young Moroccans.*

Keywords: Professional project, influence of family and entourage, influence of the educational institution, orientation.

1. Introduction

The objective of this research is to try to treat the problem of the professional project among Moroccan youth by focusing on the different stakeholders involved in the process of building a professional project. We believe that this process is not only the case of the student and the graduate, it cannot be addressed without concern of other factors that would probably be more or less important roles to play in this process, so we try to deal with the influence of the family, relatives, and the educational institution.

One of the serious problems facing young Moroccans after graduation is probably their insertion into the labor market. This has implications for young people, their families, society and the educational institution. We tried to address this problem in our interesting journey to the young before they have their degree. To do this, thirty young students from secondary and higher public education, scientific owned subsidiaries and living in popular urban areas, responded to our interview survey to draw some possible influences on the professional choices of young people.

Our goal is to get the hands on the representations that these young people on the professional project, not to categorize the professional activities that our interviewees expressed the wish to integrate. We tried to assess the impact of family background and educational institution on the career choice.

Also aware of the importance of information as a tool to consider in any forecast and career decision-making action, we sought to discover to classify the main sources of information, which would in our view, have certain influences on career choice.

Moreover, the study of the professional project is an opportunity for us to question the role of educational guidance. In this framework, we have tried to evaluate the role of counselor in the educational structure, with reference to young people's experiences.

2. Problematic

The world today is in accelerating change. This happens in all areas without exception. Certainly, changes and developments have always characterized the history of humankind, but not at such a pace. This naturally produces changes in people's life, the social life of values and systems as a whole. One example is the emergence and evolution of digital in recent decades, and how this tool has transformed and continues to transform the individual and collective life.

This feverish pace of change makes any forecast, medium and long term, very uncertain, as it is difficult to predict future developments in a context of instability benchmarks and their impact on generations of societies undergoing such changes.

This forecast of difficulty is enhanced by innovations and ongoing technological developments which, according to Pemartín (1995) "invades all aspects of organizational life: new machines, new processes that are challenging the previous terms of organizational functioning: Computer, office automation, automation, manufacturing, computer-aided drafting, design, computer-aided manufacturing, transfer machine, laser and traffic information in real time ... "(p 72).

Indeed, these innovations change and upset the contents and structures of the world of employment, to the extent that we are witnessing the disappearance of certain professions, others are emerging and a number of businesses are changing, of hence the constant and unpredictable changes in the professional world. All this only accentuates and increases uncertainty among youth and their families about the possibility of a better future, and makes the work of guidance counselors at the secondary level difficult, and referral commissions' higher level. This poses a real

problem for young people, the educational institution and families about the possibility of thinking, designing and building professional projects in a changing world where it is very difficult to make future projections.

Moreover, the jobs crisis facing the world in general is further amplifying this situation: Morocco is one of the countries suffering from structural unemployment in a sustainable manner. Furthermore, the past few years, the rise of unemployment among young graduates. The graduates of high schools, vocational training centers and universities, come every year, increasing the growing number of unemployment. The class of graduates is characterized by an unemployment rate twice the national average hence the paradox of graduates. Especially the graduates of the universities who are less likely to find jobs than those who do not have diplomas. Based on the official statistics of the High Commission of the Plan, we note that if the unemployment rate nationwide is 11, 5% in 2017, he reached for the same year, 23% for young Moroccan graduates. This situation reinforces the uncertainty and sow doubt among students on the need and interest to continue their schooling. This may explain, at least partially the attrition phenomenon in Moroccan universities. According to the Higher Council of Education Training and Scientific Research (CSEFRS), 64% of students leave school without a diploma, 25% in their first year, 40% after two years of study and 21% after three years at university (CSEFRS, analytical report, 2014, 103). This situation reinforces the uncertainty and sow doubt among pupils and students on the need and interest to continue their schooling. This may explain, at least partially the attrition phenomenon in Moroccan universities.

In this context of instability, doubt and uncertainty has added the problem of lack of information about the study curriculum, career choices and the professional world. Thus, there was a lack of information from Moroccan students relating to branches and courses of study, guidance, policy gateways and labor market. According to Pemartín (1995): "When the information is sufficient, the individual is able to enter the project and take appropriate decisions. If it fails, it means that the information before it is incomplete "(p 55).

Moreover, the lack of information becomes the cause of all social dysfunctions. Worse, it feeds misrepresentations that are responsible for making non-reflected decisions.

Facing this situation, educational institutions at all levels are in an uncomfortable and very criticalposition:
- On the one hand, they have difficulties to adapt to the socio-economic environment and especially the evolution of the professional world. The adaptation attempts, undertaken by the educational institution, are still lagging behind in socio-economic and professional changes and subsequent reforms are witness to this ongoing race whose goal is the institution's upgrade educational.
- On the other hand, institutions are also suffering from the lack of information and visibility. This makes the task difficult orientation function and creates a climate of confusion among young people in the design of appropriate professional project.

Therefore, the co-worker family with the school in the educational process and is very involved in the design and the young future building is in a bad position: it does not arrive or arrives with difficulty assimilate the changes imposed by the environment. It also suffers from the lack of information on school curriculum and the professional world and has aspirations and expectations vis-à-vis their children.

In this unstable environment, uncertain and constantly changing, young people are torn between their personal aspirations for a professional project, the expectations of the family and entourage, the constraints of the professional world and obligations of the school curriculum.

1) Questions
In the context described above, the following question arises: what are the respective roles of the family, the entourage and the school in the design and construction of this project?
Such a question will necessarily and logically lead us to analyze the nature of the relationships that exist between the home environment, the educational institution and the problem of choice of careers among young people. What to us may be asking the following questions?
a) What are the real factors that would determine the choice of a professional project for the student and the Moroccan university student?
b) What is the weight of the family, the entourage and the educational institution in the imagination, design and construction of a professional project?
c) What is the influence of the educational institution in the choice of the professional project?

2) Purpose Research
The intent of this work is to identify the key factors that would condition the choice of career and professional future projections among young Moroccans. To do this, we will try to trace the evaluation of the roles of the family and close associates, the educational institution and professional orientation in the process of design of future professional projects among students and Moroccan students.

3) Research Assumptions
Through surveys conducted with young people, the various exchanges with people interested in the issue of career choice, we were able to raise some points that have attracted our attention. This is especially the striking influence of the leaders of the educational institution and the family and social environment in the imagination and design professional youth future. For this, it seems very wise that we try to check and test the influence in the following assumptions:
a) The choice of the family and school counseling seem to be the determining factors in choosing the student's personal project.
b) The influence of the family and the entourage of the educational institution would weigh heavily in the balance of choosing a professional project, which would often be the expression of the expectations and aspirations of the family or influential people in the youth's entourage.

c) The school and the university, through the referral mechanisms, would also affect the projections for the future of young Moroccans.

3. Literature Review

First, we can estimate that there is plenty of work done around the issue of personal professional construction project. However, the models to which they refer are rare: For Guichard (1993) "some insist on the sociological determinism, some focus on the psychological mechanisms of decision making, others link building self-image to professional preferences "(p 29).

We will focus in this part on the definition of professional project and to some theories that link the taking of career decision to sociological and psychological factors related to the possible roles of the institution of the family, entourage and the education system.

1) Professional Project
Several authors have studied the problem of professional project, we cite the work of Boutinet (1994, 2004), Baldy (1992), Pemartín (1995), Croizier (1993), Riard (1995, 2005), Nuttin (1977) Bianchi (1987) and Kaes (1988). Based on the work of these authors, we can estimate that the professional project is an evolutionary process since it requires adaptation and rehabilitation facilities changes in the school curriculum. It even exceeds this curriculum to include the professional. Because currently, staying active in the professional field, demand adaptations, conversions and an openness to other professional horizons, since the endless changes undergone by the job market, requires the active population rehabilitation capacity in knowledge and skills. The professional project is an approach that involves the development and implementation of action plans by the youth. These plans must trace the objectives for each, and define the means to be employed to achieve the expected goals. It is also one of the future ownership attempts that can be due to either a denial or negation of the present, which is the extension of a family event or a dream to realize. This project as evolutionary process was the subject of a number of studies from different disciplines who have tried to trace the mechanisms and determinants of decision making in young people about their career plans.

2) Family Environment and Career Decision Making
Several authors (Lautrey 1980; Litt, 1980; Kellerhals and Montandon, 1991; Bastin, 1992 Discry 1991) investigated the routines and families' strategies for the development and construction of professional school projects and their children. Although the influence of socioeconomic background and family culture on career choice has long been known (Bastin, 1992), some theorists have brought news about integrating their studies on the strategies of other families dimensions such as belonging to a "social class" and concern for "the cohesion of the family unit" (Kellerhals and Montandon, 1991).

3.1 Family Education Styles

Taking into account the family and social context of youth, Lautrey (1980) attempted to establish a link between what he calls "educational styles" and cognitive development of the child. This allows him to make a categorization of family environments that has three categories:

3.1.1. Weakly structured family environment
It is a family and social context, which is characterized mainly by the complete absence of rules and strategies for predicting and taking into consideration the importance of the prediction of the future. "A family environment is called" poorly structured "in which there are quite a few rules or patterns to predict the events of everyday life" (Lautrey 1988, p .48). In such an environment, there is no possibility for a child to predict what he will do in the near or distant future. Any design, imagination or conscious and well-considered building a professional project among youth belonging to this environment is unlikely. Guichard explains this state of affairs by the notable absence of rules in this environment, "there is no observable regularity" (Guichard, 1993, p. 49).

3.1.2. Loosely structured family environment
Some family environments are characterized by the existence of predetermined rules that govern the daily lives of families, but these rules are not completely frozen, they can be changed, suspended or modeled according to the circumstances and special events. The continual changes of the rules characterizing these environments are considered here as new patterns that are established. In this category of family education styles Lautrey (1988) speaks of a family environment "loosely structured" in which the regularities assimilated by the child are often disrupted by unexpected events. However, disruptive events here can be integrated into new patterns, because it is possible to find stable circumstances to which they are linked, "(p .48). This environment allows young people to have the ability to design professional choices and to be able to assess in reporting the events and changes encountered.

3.1.3. Family environment rigidly structured
In this context, the rules are unchangeable, no events allows review or suspension of pre-established rules. Young people are thus supported by a very rigid education or are parents or guardians who decide for them. For Lautrey (1998) talking about a rigidly structured environment when "the rules or elementary habits are not linked to any peripheral circumstances that would disrupt the flow. This environment is, therefore, easily predictable once assimilated the basic regularities "(p .48). In this type of family environment where the rule is inviolable and no event could change the established rules, young professional choices are predefined and no modulation in the process of these choices may be made.

3.2 Family and cognitive activity education Styles

The categorization Lautrey (1988) joined in some ways that of Piaget (1972) for which the cognitive activity of the subject is stimulated by patterns and disturbances. The disturbance is what resists assimilation of an event by existing schemes while regularity allows the structuring of new schemes. In the case of total instability, the scheme cannot be built. Therefore, the best environment that stimulates cognitive development would be one that has the

ability to offer flexible and scalable rules except for function not explicitly set in advance. "The environments in which the rules are modulated by circumstances - those that are loosely structured - are those that are most favorable to cognitive development" (Guichard, 1993 p.50)

This is true in a constant cultural background. However, according to a social, environmental type, which is not distributed randomly, the educational style will be more often rigid in working families. It is as if the value system bore the mark of the parental role in the production system. The workers are usually in a social situation of submission and rewarding, obedience and submission and thus producing a rigid family envy rename. As against the privileged families who would value the autonomy initiative, the proper activity of the child. They often would provide their children with a flexible environment (Guichard, 1993).

3.3. Style family education and social classes

The model Lautrey (1980, 1988) allowed Guichard (1993) to note the striking coincidence between educational and social background style families, and thus to give the model a sociological dimension based on social division of labor. Thus, the rigid educational styles frequently characterize working families while those of wealthier families are more flexible. The explanation given by the author refers to the respective roles of the different families in the production system. The workers are often in a role of submission and obedience then they impose on their children a rigid educational model. As against the privileged families would enhance the autonomy, initiative and the activity specific to the child (Guichard, 1993 p.50).

Note that the approach of Lautrey (1980, 1988) was completed by Kellerhals and Montandon (1991), who attempted while adopting the principle of categorization of families developed by Lautrey (1980, 1988) to introduce other dimensions such as membership of a social class and the cohesion of the family group (Bastin, 1991).

3.4 Family Educational strategies, social classes and cohesion of the family group

Kellerhals and Montandon (1991)included in their approach other relevant vectors, who have had the merit of combining their studies on educational strategies of families, social class and family cohesion. In this sense, and by correlating the social status and the degree of cohesion, each family will be part of a specific style of education that promotes or hinders trade between parent and child, contact with the outside and consequently, the set of credentials that underlie the professional project (Bastin 1992, p.37). Considering the two variables, class and cohesion of the family group, Kellerhals and Montandon (1991), were able to establish four types of family educational styles, referring to the French company.

3.4.1 The types of families according Kellerhals and Montandon (1991)

Considering the parameters, simultaneously classes and cohesion of the social group, Kellerhals and Montandon (1991) were able to categorize four family types:

3.4.1.1 Parallel family type

It is a family whose members are instead folded and closed in on themselves, and they retain a certain level of autonomy. This type of family is increasingly rare and it mainly characterizes a family category belonging to a modest background.

3.4.1.2. The family type Baston

A family avoids contacts and exchanges with all that it considers outside the family, but on the contrary, it tries to maintain and develop a maximum of merger between its members. One meets this category more often in popular circles and middle managers in the privileged backgrounds.

3.4.1.3. The family type Companionship

It is characterized by a maximum of merger between its members and a large opening towards the outside. This enriched the internal relations and the possibilities of communication (Bastin.1992). This type of family is present in all environments.

3.4.1.4. The family type Association

It is open to outside influences, promotes, and develops maximum independence of its members. The proportion of that family category is constantly crossed and is proportional to the rise in the social scale.

3.5 Education Strategy and Ambition families

The study by Kellerhals and Montandon (1991) could also relate educational strategies and aspirations of families, about the future of their children. According to these authors, the Family Association is known for his ambitious tendencies considering higher education for their children in 53% of cases, against only 31% for Bastion family type. While the ambition of other occupies middle positions (Bastin, 1992).

3.6 Contribution of social categorization theories

The influence of socio-economic and cultural environment of the youth project has long been known, but the interest, especially for Kellerhals and Montandon (1991) is to have been able to combine their study to family educational strategies, dimensions: class and cohesion of the family group (Bastin, 1992). But the main criticism that could address this type of model is the neglect of other sociological, economic, psychological and historical factors... influencing career choice, even if family educational strategies play an important role in imagination and design of professional project (Kellerhals and Montandon, 1991) and (Krumboltz 1979, 1983, 1988, 1994)

3.7 Phases of decision

Several authors have attempted to trace the main stages of making a career decision. We quote Ginzberg et al. (1951), Ginzberg (1972) and Pelletier et al. (1974). The researchers focused on the mental mechanisms involved in decision-making. The various studies on this topic have led to a sufficient point of convergence to identify and characterize the various stages of the decision-making process (Pelletier al. 1974).

3.7.1 The career choice process

This process consists of three main phases to be distinguished in terms of age of young people, and thus the development of the professional choice is divided into three periods marking any professional project of this population category: imaginary choice, the choice testing and realistic choice. Each of these moments corresponds to a definite age (Ginsberg et al. 1951).

3.7.2 Imaginary choice

Between ten and eleven, the young are mainly guided in their choices by their imagination. In this context, children do not dream of professions that do not exist in the culture to which they belong. "What is fantasy here is the process of choosing, not chosen professions. So children do not dream of professions that do not exist in the culture they live. However, they would be good exercise professions, which, for the moment, seem attractive to them "(Guichard, 1993 p.70).

3.7.3 Choices testing

From eleven to seventeen, teens see their career choice as the tests: they are not irrevocably commit to decisions. It is an attempt, and a search light desire that guides more than a final choice, because young people know they do not have control of all the elements that lead them to establish their choice.

The interests

The youngest of eleven or twelve bases its choices on a single criterion: what interests him at some point "The primary characteristic of choices of young people in this group is that they are based on what they like and what the interest is at one time "(Ginzberg et al. 1951, p.77).

The capacities

Between thirteen and fourteen, young people become aware of the need to introduce a new element in their consideration: "what they do». At the same time, enrich their professional representations: occupations differ not only as to their advantages and disadvantages but also when the training required for a particular profession, "While interest continues to exercise a power of selection, those thirteen and fourteen years (...) recognize the need to test their abilities "(Ginzberg et al. 1951, p.80). Now, they choose a profession, they must not only love, but also "be good at that." (Guichard, 1993).

Values

Between fifteen and sixteen, teens begin to ask their chosen differently from previous periods. They become aware of the existence of a plurality of factors that influence their choice: what they like to do, what they do, what their circumstances allow them to do and also what they can expect from such or such a career. For these young people, it clarifies their goals and values and use them as the ultimate principle to put in order the many factors they should take into account "(Ginzberg et al. 1951, p.84).

Transition

The teenager is difficult to give definitive answers to questions about the link between the choice of a career and their future, and it is therefore "Only tested allow him to see clearly, but is always kept in a dependent situation, both at home and at school, the university entrance will provide the experience needed to answer these questions " (Guichard and Huteau, 2001, p.124).

3.8 The period of realistic choice

This period coincides with the entry of young in higher education, it comprises three phases: exploration, crystallization and the specification. (Ginzberg et al. 1951). This model of Ginzberg et al. was enriched by Pelletier et al. (1974) and Bastin (1992) by adding a fourth phase entitled programming and production.

Exploration

This is the phase, which coincides with the first year of the university, where students are seeking information and experiences that will help them in their career choices. The new student looking to gain the experience needed to solve their career choice. He hopes to gain this experience by exploiting different teaching disciplines by engaging in discussions with informed persons (...), obtaining information in different ways about different areas of knowledge and professions "((Ginzberg et al., 1951, p.95). This is the stage of self-exploration and the academic and professional world. The young during this phase needs to be helped by the experiences to be aware of their capabilities, skills, and interests. It should also explore the school types and diversity of professional activities, their tools, their purpose and the environment in which they occur (Bastin, 1992).

Crystallization

This phase is also called clarification. It refers to the intellectual operations allowing the young to put order in all the facts, ideas, information gathered during the operation phase. It results in comparison, sorting, classification, grouping, prioritization of all the elements involved. These operations are aimed at clarifying the self-image and clarification of academic and professional careers that seem best adapted to the abilities, attitudes and interests of teenagers (Bastin, 1992).

Specification

The time limits the choices by assessing the priorities identified and results in the final choice respecting the objectives and values of life (Bastin, 1992). During this period, young people must express their "inclinations" in choosing a profession and therefore finalize their career choice and commit to it. This is the phase that corresponds to the specialization, limited to a relatively narrow field and resisting any attempt to divert his career project (Guichard, 1993).

The programming and implementation

This is all necessary steps at the end of the sequence of career choice. In this phase, the young should anticipate the resolutions and follow his path regardless of the resistance, personal hesitations and possible opposition from the entourage (Bastin, 1992).

3.9 Conclusion

From what has been developed in the theoretical part, we can see the complexity and multidimensionality of the professional project, so it is, for some, the result of an interaction between various factors, for others it is conditioned by social membership of educational styles and expresses the dependence or independence of the academic field and it is finally a process characterized by a number of steps. These different theoretical approaches to the professional project for young people, as varied and complex as they seem in their form, evoke more complementary than contradictory, since every author attempts to approach the project through its own disciplinary field psychology, psychoanalysis, sociology...

4. Methodology

4.1 The data collection instrument

The interview survey as a mean of gathering information and data on the subject seemed the most appropriate way in our study, especially after the pre-survey of ten people responding to the object profile of our study. Given that the objective of this work is to study the role of family and school in the career choices of young people, we felt that these goals would be achieved without direct contact with the interviewees through their stories and personal experiences related by their story.

1) The Survey Sample
We chose to work on a sample of thirty people from the Casablanca region as follows:

Institutions	Study level	Age	girls	boys	Total
Colleges: Ibn mouatazze - prefecture Sbata and Hassan El youssi the Moulay Rachid Prefecture. Casablanca	C1	12-15 years	1	4	5
	C3	15-17 years	3	2	5
High school students in scientific branch of the Mohammed VI High School Prefecture Bernoussi and high school in Oued Dahhab Prefecture Sbata. Casablanca	L1	16 years old	4	1	5
	L3	18-20 years	2	3	5
Students of Faculty Ben M'Sik science at the prefecture of Moulay Rachid Casablanca	S2	18-19 years	3	2	5
	S6	22-24 years	3	2	5

C1: First year of college C3: Third year of college
L1: First year of high school L3: Third year of high school
S2: 2nd semester Faculty S6: 6th semester Faculty

2) The Variables
For the purposes of the study, we selected a number of variables that we believe are necessary to carry out our research. In this context, we found it necessary to address the following variables:
* **Age of the respondents;**
* **Gender of the respondents**;
* **The level of study**.

We chose to work on a set of pupils and students from six different levels of education. C1, C2, L1, L2, S2 and S6
* **The socio-professional category of the father**

We conducted a socio - professional ranking youth interview by taking into considerations the occupations of their fathers, so we selected five socio - professional categories: 1-teacher; 2- merchant; liberal 3-occupation; 4- worker; 5-unemployed.
* **Representation Project**

It was important for us to understand the representations and perceptions that young people have the professional project. To do this, we have attempted to identify, in our interviewees, the meaning of this concept. We were able to categorize performances in five themes: 1-The future; 2-Realization studies; Self-Directed 3; 4-Work; 5-No answer.

* **Professional preferences of young**
Young people interviewed told us their preferred vocation. The choices made by young people were grouped into six categories. This classification seemed the most appropriate not to distort the choices made by young people. We selected the following ranking of the choices expressed: 1-

Teaching and research, 2-The medical field; 3-Engineering; 4-Business and Management; five-Other professions; 6 No-project.

* **The initial professional project**
To understand the development of the vocational choice process, we tried to learn more about the changes, adjustments and readjustments on professional projects that young people have made in their lives. We selected the students' answers on the following categories:
* Young people who have maintained their project throughout their lives;
* Young people who have abandoned their initial plans;
* Young people who have no project.

* **The influence of the family or close circle**
It was very important for us to measure the influence of the family and youth entourage. For this, we were able to identify and classify the influence on young people in their home environment and we selected the following classification:
* Recognized family influence: combining the influence of parents, brothers and sisters;
* Recognized influence of the inner circle, indicating the influence of uncles, aunts, cousins and friends;
* No recognized influence, in cases where we have not been able to find any evidence that may indicate the existence of any influence by the family or near family on the choice of professional project.

* **The influence of the educational institution**
To understand better the influence of the educational institution, we tried to trace this phenomenon through the quotes of the respondents. This influence, when it exists, according to our sample, is the exclusive fact of teachers. Thus, and based on the responses obtained from the young people interviewed, we classified the answers into two

categories: Recognized influence of teachers, in cases where we were able to identify this phenomenon; No influence recognized.

* The means selected to carry out the professional project

For this variable, we set a goal to bring together the most important elements, according to the young respondents, to build their career plans. In this context, and according to the responses, we felt it would be interesting to categorize these into four broad categories: Studies only; the studies and other means; Contact the professional world; unanswered.

* Sources and Access to Information

The objective of this variable is to know the sources of information that young people use to get useful information about the study curriculum and the professional world. We have grouped these sources into five categories: family and entourage (parents, siblings, uncles, aunts, cousins, friends); School; The media (television, radio, Internet), the various sources (multiple sources of information); unanswered.

* Role of orientation

The importance of the guidance counselor is essential in choosing a career. In that sense, we wanted to know is what the guidance counselor is fulfilling its role of assistance and support for the construction of projects for youth. To do this, we synthesized and prioritized the responses obtained in a scale of four categories: no role, not enough role, sufficient role and important role.

3) Data Analysis Method

Given the nature of data to be processed and having a qualitative character, and also considering the relatively small number of respondents, we opted for the thematic content analysis method (Bardin, 1977) as a tool for treating data because we thought it would be the most suitable mean to our type of research.

4) Thematic Content Analysis

This method is essentially based on the classification of qualitative data into sections; it usually lasts four steps:
- Reading the body: it is to read all the answers advanced by respondents during the investigation phase.
- The selection of units of meaning: it is to retain and select themes and most significant sentences for the purposes of the study.
- Grouping by categorizing meaningful units and similar subjects judged by frequency of occurrence and possibly by percentage.
- Validation of categorizations by experts.

5) Treatment of results

Considering the nature of the data collected, the sample size, and the variables to deal with, we chose to work with IT support Excel, as we considered easy to use and suitable for our study. We have operated in this software, the Pivot Table to highlight the variable crossovers and graphics. This instrument has facilitated our task by its simplicity and performance.

5. Data Analysis

5.1 The variables gender and level of study

The distribution of the sample shows that there is almost equalitybetween the number of girls (16) and boys (14). However, that of this number varies. Thus, study levels L1 for the number of girls going to 4 against one boy. Same thing, but this time in favor of the opposite sex, which totals 4 boys against 1 girl for C1.For other cases, it is always 2 girls against 3 boys, 3 or 2 boys against 3 girls.

Regarding the level of education, there is equality between the six levels, five for each level.
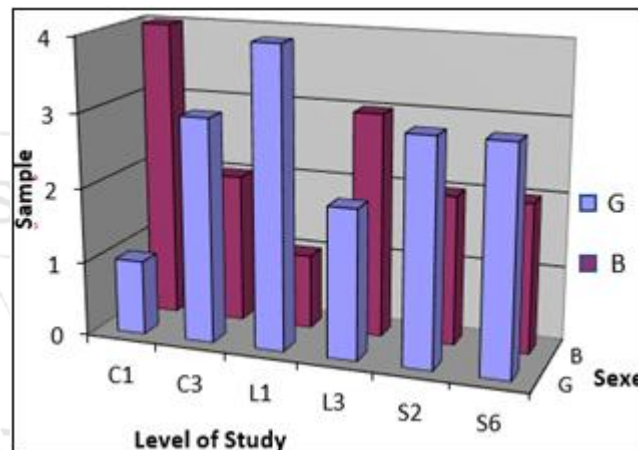

Figure 1: Graphical representation of the sample by gender and level of study

5.2 The variables of sex and age

The distribution by age shows that the age distribution is highly concentrated between 16 and 19 years. This age group totaling 16 people sample. Among girls, the age distribution is between 12 and 22 years, while 16 represent over 30% of girls. While the age of boys ranges between 14 and 24 years. The most repeated in males age is 15 years, this category includes more than 20% of boys.
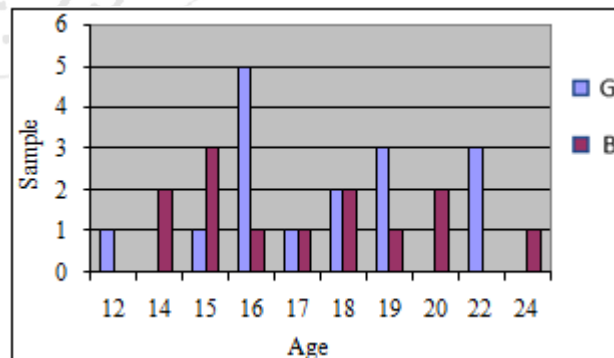

Figure 2: Graphical representation by gender and age

5.3 Variable of professional category of the father

The most answered professional class is that of the workers, it totals 45% of the professional categories of fathers. The teachers total 17%. The categories of traders and those professions are tied with 14% each. As for the unemployed, they represent 10% of professional classes of fathers.

5.4 The variable representation of the project among young

Young people interviewed say 44% of their professional project represents the future comes second round, self-realization, which includes 23% of returns from these young people. As for other performances, they total 33% overall with 20% for the category realization of studies, 10% for unanswered and only 3% who consider professional project as synonymous work.
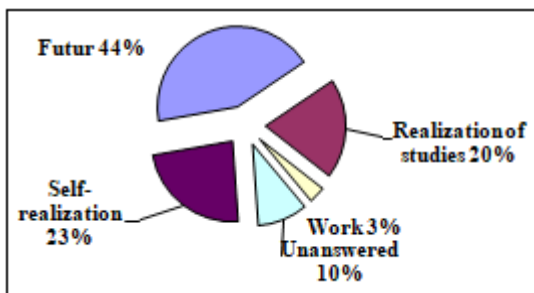

Figure 3: Distribution of representations of the professional project

5.5 The variable occupational preferences of young

This distribution shows that the line of business and management and that of the medical field, represent the priority of demand occupations by interviewees, they represent 24% and 23% that is to say, almost 50% of young targets projects in the sample.

The field of engineering company in third place with 20% of the reported choice. The class teaching and research attracts 17% of professional choices intentions. Other occupations totaled 13% of the reported choice as to who said they had no draft their proportion is about 3%.
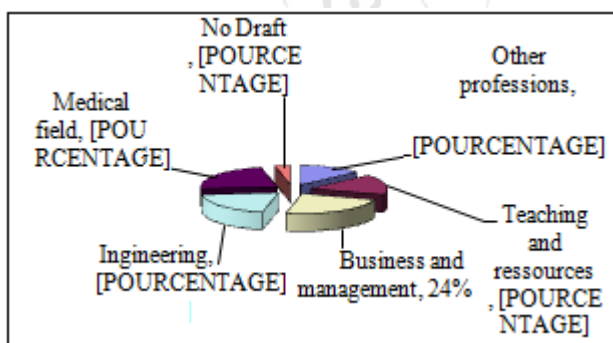

Figure 4: Categories of youth's favorite occupations

5.6 The variable course of the initial project of childhood

The graph shows that 60% of young respondents have left their first professional project. A third of people interviewed say they still maintain their first project. As for the class that declares not to have initial project, it is about 7%.
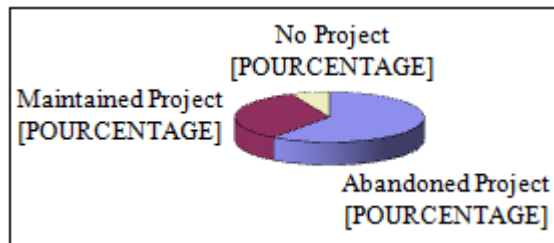

Figure 5: Evolution of the first draft of the period of childhood.

5.7 The variable influence of the educational institution

According to the distribution treating the influence of the educational institution on the choice of a professional project, 63% of surveyed individuals recognize that teachers influenced their choice. As against a portion of the sample, that exceeds the third, 37% declares not to be influenced by the educational institution in their career choice.
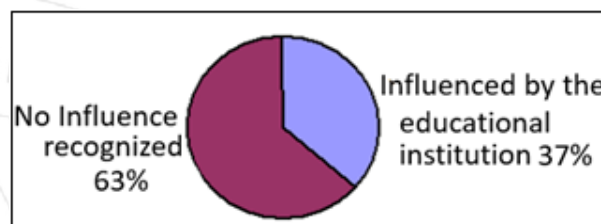

Figure 6: Representation of the influence of the educational institution on the choice of project staff

5.8 The variable influence of family or entourage

The distribution of the influence of the family and the entourage on the choice of professional project shows that nearly half of those surveyed recognize the influence of family on career choice among young subjects of our study. The influence of the entourage on the design of the professional project among youth is 23%. As against nearly a third of respondents, say family or entourage does not influence them.
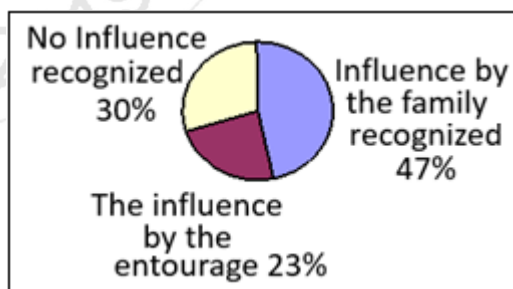

Figure 7: Representation of the influence of family and entourage on the choice of professional project

5.9 The variable "means" to achieve the professional project

The means to be implemented to achieve the choices made are divided between studies only occupying the top spot with 57% of frequency. Studies and other means come next, which represent 23%. While the contact of the professional world in third party. In the bottom, there is no answer 3%.
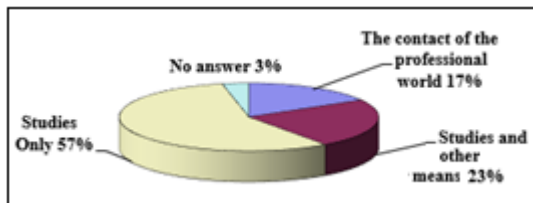
Figure 8: representation of the means to implement to achieve the professional project

5.10 The variable sources of information

The analysis of sources of information related to the school curriculum and the professional world, revealed that almost half (47%) of the sample size is based on the family and close circle as a source of information. As against 23% of employees, have multiple sources of information. The school as informational source comes in third with only 13%. The media represent 7% of information sources. As for the no answer, they account for 10% of the sample.
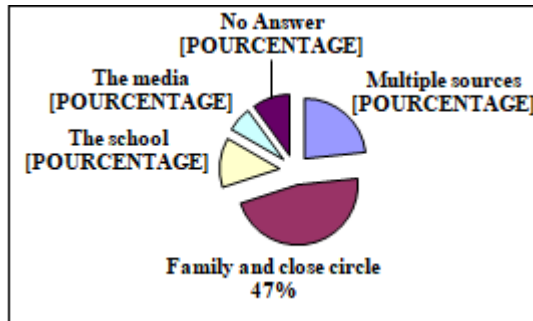

Figure 9: Representation of sources of information about the curriculum and the professional world

5.11 The variable role of guidance

According to the study sample, 43% of respondents consider that the orientation does not matter. Another frequency equal to the first 43% assess that role as being not enough .Two other frequencies equal 7%, one feels that this role is very important, the other regards it as sufficient.

We will try to exploit the data and information that we consider very helpful in the interpretation of the results in order to draw the necessary conclusions
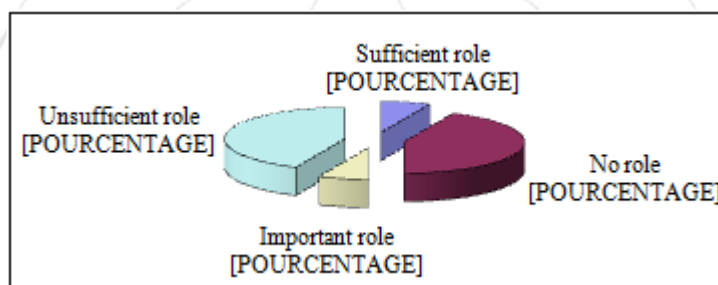

Figure 10: Distribution of the role of guidance in the choice of career

6. Results

Data processed in the analysis of the variables, offers a lot of information on the issue of career choice, so let us try to use this analysis in the interpretation part of results, in order to clear some conclusions, which in our opinion meet the objectives of our research. Our goal in this section will then be interpreting the results of the investigation and try to compare them with some theoretical references that have examined this issue.

6.1. Project Representation in young

By analyzing the data related to the distribution of representation that young people surveyed have on the professional project; we are struck at first by the proportion of representation of the professional project as representing the future to 44%.

Soon, we note that this matches perfectly the vision of Breut (1992), which defines the professional project as the visible part of an unconscious structure that is the relation of the individual to his own future. Pemartín (1995) which states that the professional project is looking for hope in the future, by default in this, facing the menacing uncertainty, confirms this view. This allows the author to assert that the project is

an attempt at reassuring appropriation of the environment and the future.

The other themes expressed in the representation of the project, in second position, self-realization with a frequency of 23%. This ties to the study by Etienne (1992), bringing the stock of the social order needs as sources of motivation, citing the needs of self-realization (as we consider synonymous self-realization) treated by Maslow and defining the needs of accomplishment, which aims to achieve by acts and performance, potential talents and knowledge is thought to possess. This takes us back to what Mitchell and Krumboltz (1996) call the generalization of self-observations, which are statements made to oneself, express or implied, evaluating its own performance, actual or potential, or judging his interests or values. These self-representations certainly would play any role in determining the values and interests of the individual, and therefore the influence the search for self-realization. Also, include Sartre (1971) for which "Man will first be what he has planned to be".

The third theme in the categorization of representations regarding the professional project concerns the realization of studies, with a proportion of 20%. This can be explained by what Guichard (1985) called dependency school. This

dependence fields characterizes youth whose choice would be primarily a choice. This feature of addiction studies' fields rather characterizes the popular classes (Huteau 1987). This brings us to the concept of educational styles families "the subject belonging to the upper class are on average more independent on the field that those belonging to the popular classes" (Huteau 1987, p.167).

6.2 Professional project reach

Referring to the results of the variable career plan to achieve, formulated by young people, we notice that the professions related to the medical field, which mainly includes the medical profession reaches 23%, are mostly the choice of secondary school students 5 of 7. This is because these students are in the phase of the selection test made by Ginsberg & Al (1951). Especially to step capacity (refer to the theoretical framework) that characterizes young people between 13 and 17 years. For cons, the two university students who have chosen the medical field aim to integrate the pharmaceutical companies, which is a realistic choice, given their university course (Chemistry or Biology). This joined what Ginsberg & Al (1951) call Phase realistic choices, specifically the crystallization step (refer to the theoretical framework) (Pelletier et al. 1974).

Furthermore, the assembly composed of medical professionals and those related to engineering is what Gottfredson (1981) described as intellectual work (Science and Medicine). According to him, this area has the average level of prestige as high. In addition, and according to the author this area is not masculine. Going down the scale of prestige, there is the enterprising work (business and management). This latter area is more masculine than other social employment (social services and education); they are way that is more feminine as all other jobs mentioned. If we cross the gender data and jobs goal sample, youth project has the following figure:
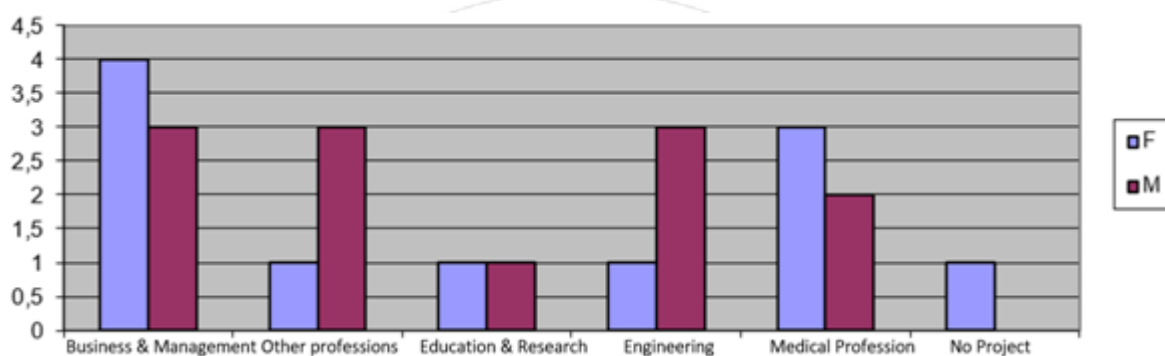

Figure 11: Representation of the intersection of gender variable with that of professional project reach

According to this graph, the female jobs are medically related, which is quite the opposite of what says Gottfredson (1981). It is also the case for the business management fields, that are rather feminine trends in the sample, and even the teaching field confirms this opposition, because it is a male domain according to the sample.

This choice of the young has certainly seen some changes during the past life of a student, and he may experience adjustments (see; the phases of decision making in the theoretical part), hence the importance of the study of the evolution of the professional project.

6.3. Evolution of the original project of childhood

In analyzing the data on the evolution of the initial project of childhood, we note that 60% of young people have abandoned their childhood projects. Which joined what was developed in the theoretical part about the phases of the decision-making.

In this sense, young people in our sample are in the phase of selection test (Ginsberg et al. 1951). For high school students: who see their career choice as the tests: they are not irrevocably commit to decisions. It is an attempt, and a search light desire that guides more than a final choice, because young people know they do not have control of all the elements that lead them to establish their choice. While university students S2 are rather in the exploration of the realistic phase that coincides with the first year of the university where students are seeking information and experiences that will help them in their career choices. While the university students of S2 are rather in the exploration part of the realistic phase, which coincides with the first year of the university where the students are in search of information and experiences, which will help them in their professional choice and engage in it. Limited to a relatively narrow field and resisting any attempt to divert his career project (Guichard, 1993). This shows that the professional project is a process that takes time, because its drafting reports to a continuous process that crosses the entire tuition of an individual and continues even beyond (Pemartín 1995).

Analyzing the data by sex, we see that boys easily subscribe their childhood project 61% against 39% for girls.

Note that this male tendency of abandoning childhood projects, and maintaining the original project for girls, can be explained by the fact that girls have some representations on occupations that are "appropriate". This is confirmed by Bastin (1992), for which the cultural foundations underlying the policy differences between the two sexes are rooted stereotypes, since co-education has not changed the perception that girls and boys have a specific future. Furthermore, other research on the orientation of girls reached the same conclusion (Bedarida et al, 1990).

6.4 Influence of the educational institution

According to the result of the analysis of the varying influence of the educational institution on the design of the personal project, we note that more than two thirds of young respondents (70%) do not recognize any influence of the school. While the frequency of young people who report being influenced by the school is 30%. We notice that this influence is only the fact of teachers. This small influence frames of education, can be explained by the fact that teachers are not familiar with what Croizier (1993) called theachievements of training and the diversity of trades and procedures.

Besides, these teachers were not prepared for the role of human, difficult advice and guide young people especially. The author adds that this role is made more difficult to play, for the fundamental transformation of the workplace, where level rise of skills has become an absolute necessity.

Moreover, it is legitimate to ask is this low rate of influence of the school through its teachers can it be explained by what Pemartin (1995) calls self-empowerment and organizational disempowerment. Evoking the idea that the personal project would imply a commitment on the part of young people to make their choice, in the face of a disengagement of the institutions whose school is part of it. Hocquart (1992), Pemartin (1995) and Huteau (1993) also evoked this same idea.

One can also wonder whether this majority of young respondents who claim not to be influenced by school, is due to a relationship climate generating disruption due to the indifference attributed in part, by young people at school (Dachmi and Riard, 2004).

6.5. Role of guidance

Referring to the variable role of guidance, we are struck by the frequency of individuals who claim that the operation of the orientation does not matter (43%). In addition, a similar frequency of youth (43 %). The latter highlights the dissatisfaction of young people regarding the guidance of counselors. For many young people the guidance counselor exposes only the channels of potential studies, without any advisory role to support or give any useful information from the professional world. In this context Loukili & Al (1997).

However, it certainly seems difficult to achieve this in Morocco notice Loukili and Al (1997), given the number of counselors' guidance working in school districts.

For young people who recognize the value of guidance throughout their academic and professional purpose, they do not exceed 14% of respondents grouping. Which assigns an important role to guidance counselor (7%), and those who consider that a role is sufficient (7%).

The study of the role of the school through the influence on young people, and evaluation of the role of guidance, logically calls the analysis of the influence of family and entourage on the school curriculum and occupational projections.

6.6 Influence of family or entourage

From the analysis of the influence variable of the family or entourage, we note that the respondents have declared to be influenced in their career plans by the family (parents, siblings) 47% of the entourage, which occupies 23%. This gives us 70% of young people who are influenced by their immediate family. These proportions of young people influenced by their family or relatives are not new, as similar studies in disadvantaged areas or ways have shown the importance of these frequencies .It's the case of a study by Roubaix (1989) which have been cleared of proportion that are in line with our study. Thus, as in the study of Roubaix (1989), the 16 year olds and those aged 18-19 are influenced respectively 44.5% and 37% by their parents, and 30% and 41% by their comrades, considered in our study as close entourage. Moreover, if we take into consideration gender and character is the summation of the influences of family and peers, we note that girls are more dependent with 57% against 43% for boys. In this sense, Dachmi and Riard (2004) argue that the considerable role-played first by family and then the immediate social environment, in building the girls' project in Morocco

Note then -Guichard (1993), which based on the writings of Lautrey (1980.1988), noticed the striking coincidence between educational style social statuses of families, developed dependence of the family circle. For him the rigid educational styles frequently characterizing working families, while those from wealthier families are more flexible. The explanation given by the author refers to the respective roles of the different families in the production system. The workers are often in a role of submission and obedience, and then they impose on their children a rigid educational style. For cons, the privileged families would enhance the autonomy, initiative and the activity specific to the child. This coincides relatively with our study, in this sense, crossing data on socio-economic status, and those concerning the influence of family and close circle. We note that young people from a working class background are more influenced by their familiar surroundings and close people (see figure). By cons, respondents belonging to the class of professionals are least influenced by their family and close environment (see figure).
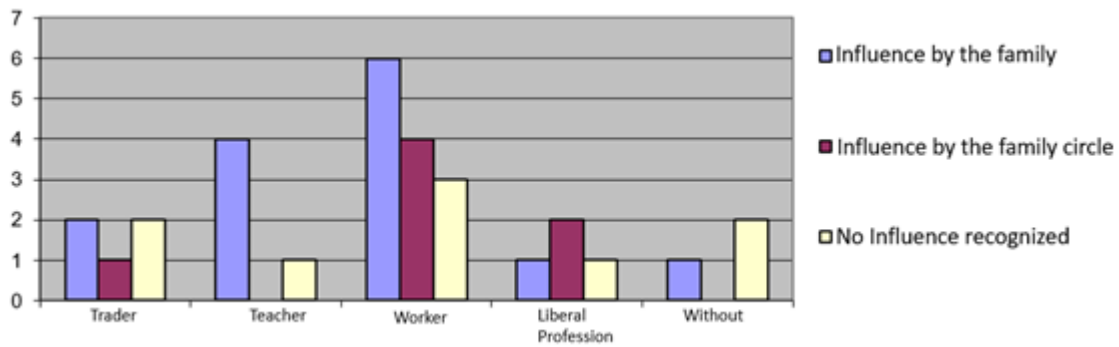
Figure 16: Connecting the influence of family (and friends) and socio-economic status

The study of the different influences on the young may not be well surrounded, without analyzing the information sources because these sources could play in our view a variety of roles in these influences. Hence the next part on the interpretation of data on the variable youth information sources.

6.7 Sources of information

The importance of information in choosing the professional project, developed by Pemartín (1995), who notes the undeniable lack of knowledge about the business world and the social environment. Worse, he says some adults are responsible for the dissemination of information;which does not always have sufficient knowledge of the environment allowing them to clarify some inaccurate representations among young people. Hence the relevance of the analysis of sources of information for young people who could be producing misrepresentations.

In this sense, and referring to the analysis of the variable sources of information. We find that the influence of family and close environment on the project may have an explanation of the importance given to this medium as a primary source of information. It is perhaps no coincidence that the frequency of family influence represents 47%. That is to say, the same frequency of the importance of family and relatives as sources of information (47%). So we could advance that there would be a certain dependency between the variables influence of family environment, close ones, and information sources. This confirms that there is more, referring to the varying influence of the educational institution where they still almost see a similarity between the teacher influence rate 11%, and that of the school as an information source 13% .This one also, in our view shows this dependency relationship between the variables sources of information and influence of the school.

The other important source of information (23%) is the category various sources of information, where the respondents said they did not base on a single source but several (family, school, media ...). The usefulness for this category of young people is to have as much information and to compare.

As for the Media source (television, Internet, newspapers ...), it ranked third by 7%. This goes against the growth in Morocco, in the audiovisual and communication.

6.8 Means to achieve the professional project

According to the analysis means for carrying out the professional project, we note that 57% of respondents claimed to be based solely on studies as a means to achieve their goals. If we add to them the proportion who plan to complete their projects through studies in combination with other means (23%), then we will have 80% of young people who are based solely or in part on the studies as a means to build their future. This should not shock us, because we are in the presence of a sample of individuals, most of which comes from a community, we feel disadvantaged. In this context, and with reference to family educational styles, Huteau (1987) argues that in the working class, we often find factors that may induce dependence on the school field.

The dependence of the school field means that young people are more concerned about their present school, without thinking too much about their professional future.

Another sample category (17%) thinks that the realization of professional project is through the contact of the professional world (information, training, internship ...). This makes us think at what Krumboltz (1951) calls the experience of learning passed as a factor influencing career choices. In addition, one can refer to Pemartín (1995) which states that the project approaches require a number of knowledge, of which he cites: the possession of a minimum knowledge of the business world, which is different according to him, knowledge relating to occupations, and knowledge of how the business world works.

The interpretation of the variables that we have seen and that would, in our opinion are necessary to test and try to answer the questions raised during the development of the issue, leads us directly to the research findings.

7. Conclusion

After this work, and after the analysis and interpretation of the results on the respective roles of the family and close associates, the educational institution and orientation, we can confirm the hypothesis stating the imminent role of the family and the close entourage in choosing a career.

Indeed, the relationship between the choice of career plans and their family and close associates, remains very strong. In this context, we recall that over two thirds of young people recognize the influence of family and close associates. However, this influence is much greater in girls than in boys.

This influence is consolidating further, asfar as the family and the entourage are the main sources of information about the curriculum and the professional world. In addition, and on the role of the school in the emergence of the professional project, we can advance that there would be some major influence of teachers at the expense of others who are supposed to play this role. In short, the role "normally» assigned to the school as a source of information, is poorly served. Therefore, we can neither deny nor confirm the hypothesis that schools play an important role in the youth's career choice, hence the need for further research on the informational role of the educational institution.

Regarding counselors' guidance, who "theoretically» have a responsibility to inform, assist and support young people in the formulation of their choice, the majority of young people in our sample, state that the role of the guidance counselor is insufficient or non-existent. Sefri (2006) makes such a finding in a similar study that confirms a near-absence of any role of counselor. This has the effect of invalidating the hypothesis that would give a significant role to counselors' guidance in the projections for the future.

So in conclusion, and referring to this study, we can say that the family and entourage were a factor in the youths' career choices, by its direct influence on the choice of the draft future, and also through its role as the main source of information. By cons, we consider that the school has some influence on the choice of the project but not as strong. About the orientation, we can say that its role and its influence is negligible, which would raise the question of the usefulness of the institution of counselors' guidance in its current form in the Moroccan educational system.

Considering these facts, one might wonder if this preponderant influence of the social environment does not induce young people to make choices, which are least incompatible with their vocation, especially if we know nothing about the level of information and knowledge that the family and entourage were in school (curriculum) and the professional world. Other questions could be asked the relation between school and the professional world.

This modest research does not claim to answer all the questions raised by the issue of career choice. Especially those relating to the importance of the various influences on the choice of the project. However, we can say that at the present in Morocco, this field of research is in its infancy. For that, we believe we should explore other dimensions that we believe, would influence the future of young people's choice. We can quote in this context, economic, psychological, educational, religious, cultural factors.

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