

Representations of the profession of Sociologist among sociology students: A field study at the University of Bejaia

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Abstract: This study is an analysis of the contents of the social representations of the profession of sociologist among sociology students at the University of Bejaia according to the level of study and gender.

In order to achieve this objective, we will rely on the structural approach of social representations to compare the central cores of these representations, to determine the impact of academic environments on the socio-cognitive constructions developed by students about the profession of sociologist.

Keywords: Profession of the sociologist, social representations, sociology students .

ملخص : هذه الدراسة عبارة عن تحليل لمحتويات التمثيلات الاجتماعية لمهنة عالم الاجتماع لدى طلبة علم الاجتماع بجامعة بجاية حسب مستوى الدراسة والجنس.

من أجل تحقيق هذا الهدف، اعتمدنا على المنهج البنوي للتمثيلات الاجتماعية لمقارنة النوى المركزية لهذه التمثيلات، كذا من أجل تحديد تأثير البيئات الأكاديمية على التركيبات الاجتماعية المعرفية التي طورها الطلاب حول مهنة عالم الاجتماع.

الكلمات المفتاحية: مهنة عالم الاجتماع ، التمثيلات الاجتماعية ، طلاب علم الاجتماع

I- Introduction :

The exercise of the profession of sociologist mentioned as such, can only be possible thanks to a passage, profoundly and radically modified, from social representations to professional representations. In order to have a common frame of reference between professionals in the discipline.

The representations that students have **about the** profession of sociologist evolve as they progress through their university course and their interactions with sociologists in the field.

The sociologist, from practitioner to researcher, is an actor involved in the evolution of his practices and in the social reality of his community, which leads him towards specialization and professionalization. The exercise of the profession of sociologist is today and has always been a carrier of social issues and utilities.

As part of our research, it is essential to focus on the social representations that sociology students can have of their future profession as sociologists.

II-Problem

The problem of the identity of the sociologist is not new. From the famous "The profession of sociologist" by Bourdieu, Chamboredon and Passeron to the most recent research, the subject remains topical. Researchers (Ischer et al., 2010; Piriou, 2006) have looked into these issues of identity, training and integration among "apprentice" sociologists.

The dual dimension of subjective and social identity is inherent in belonging to an institution. This identity resulting from a process of socialization and interactions between people is essentially subjective among young graduates and linked to training. (Ischer et al., 2010).

Sociological studies go back to Algeria for a long time with the work of Ibn Khaldoun and the studies carried out by the orientalist and the expeditionaries of the French army in 1834. But contemporary sociology, as it is conceived today, began in 1909 with the first sociology courses given in the Philosophy sector (Touati, 2018). In 1958, it officially appeared as a discipline at the University of Algiers (Benguerna & Lamria , 2007).

After independence, a core of teachers and students contributed to maintaining its teaching. The 1970s saw the first attempts to put it into practice in the various reform plans undertaken by the Algerian government (Madoui , 2007). In the 1980s and 1990s Arabization made it possible to make contact with Arab and Anglo-Saxon sociology to the detriment of a French-speaking sociology, leading to a major split between the supporters of the two orientations (Chachoua, 2010 , Benguerna & Lamria , 2007; Toumi, 20 07; Madoui , 2007).

Various researchers (Benguerna & Lamria , 2007; Madoui , 2007) will note the inertia of the discipline in the face of the various political, social, economic and cultural changes and upheavals that the country experienced between 1991 and 2001.

The growing increase in the number of students and dissertations defended in sociology as well as the various reforms of higher education (which will contribute to institutionalizing the discipline and its professionalization) will contribute in part to its sustainability (Benguerna , M. & Lamria , A. (2007).)

Sociology students at the **beginning** of their course have only a brief and lapidary definition of sociology (Chachoua, 2010) which appears more as a gateway to careers in administration and education than a profession in its own right. .

It should be noted that the notion of profession seems difficult to some. This purely Western term is taken from the Latin *ministerium* designating the function of servant, service or simply function. (Balas, 2012). In French, its declension by *mestier* or *gens de mestiers* designates those whose profession requires knowledge and therefore must be literate and finally take on the meaning of craftsmen from the 15th and 16th centuries (Rey, 2000).

For Dufour et al. (2016, p27), the word profession “*mobilizes values, representations and practices. It makes it possible to give meaning to complex socio-economic and technical realities*”.

Thus, defining the profession of sociologist turns out to be complex (Piriou, 1999). According to Felder (2006), the various attempts to professionalize sociology have led to a split between academic sociologists and practicing sociologists. This has the effect of multiplying identities and diversifying the types of professional integration (Dubar, 2002).

The sociologist can be confronted either with a classic social demand for research (being considered as a producer of knowledge). His work may consist of identifying problems, innovating conceptually or analyzing social change. It can intervene at the level of the methodology, the technique and allow to argue on the treated objects (Ischer et al., 2010). Either to a request of an operational type, in the sense that it emanates from institutions or groups that are victims of crisis. It is then a question of understanding the facts, developing diagnoses, advising or supporting projects. (Legrand et al., 1995 as cited in Ischer et al., 2010).

We consider the profession of sociologist as an object of social representation since it contains the main criteria mentioned by Moliner (1996) to characterize an object of social representation: polymorphy, social stake, object of group and inter-group dynamics, object escaping orthodox thought.

The lack of information and the low media importance enjoyed by the profession of sociologist mean that there is little or no communication about it. Most of the information transmitted and concerning him is essentially done within the academic world. Social representations can hardly be formed on this profession and its practice when it moves away from this universe.

Far from the sociological point of view, psychologically it is possible to focus on the psychic function of the profession of the sociologist, because it is not only extrinsic to professionals but also intrinsic (Clot, 2008). This appears during the professional integration of a novice or the comparison with the activity of each other and the interactions with the elders then allow him to better understand the resources of the profession and gradually to open up to the professional memory. of his peers.

The notion of “representation” is essential in the study of young people's intentions and future plans. Huteau (1982 as cited in Chabrol & Vrignaud, 2013) defines the formation of professional preferences as “ *a progressive pairing of self-representations and professions* ”. Young people gradually learn to describe themselves on the basis of several dimensions which allow them to evaluate and compare professions with each other. (Chabrol & Vrignaud, 2013).

The study of students' social representations of professions, work and training sheds psychological light on the representation of professions. They are referred to as socio-professional representations

and should not be confused with professional representations which are shared by a professional group on the same social object in a professional context. According to Olry-Louis & Olry (2019) these socio-professional representations should more accurately bear the name of representations of trades or representations of professions, depending on whether one refers to the reality of the trade or to the normative aspects.

To allow us to answer the research questions, we will mainly rely in this study on the structural approach of social representations. This approach developed by the Ecole Aixoise defines social representation as the "*product and process of a mental activity by which an individual or a group reconstructs the reality with which he is confronted and attributes a specific meaning to it*" (Abric, 1987, p.64).

According to the core theory, any social representation is organized around two types of elements: central elements and peripheral elements. With regard to this study, to determine and account for the representations of the students, it is necessary to compare the central cores, to understand the sociocognitive constructions (social representations) elaborated by the students of sociology about the profession of sociologist.

Thus, knowing that the representations are behavior prescribers and guide the action of the subjects. According to Flament (1994), new practices resulting from changes in the social environment are an important factor in changing social representations. Therefore it is useful to note that among sociology students, being the main population of the academic universe of the discipline, differences may appear in their representations of the profession of sociologist according to their situations in the academic curriculum, their years of study and gender.

A study carried out on sociologists who graduated from Neuchâtel University in Switzerland (Ischer et al., 2010) reports rather positive attitudes and representations of sociology professions among new sociology graduates. Indeed, from a list of adjectives, from which they had to select those which seemed to best describe sociology professions, the result is that the qualifiers most regularly cited are "undervalued" (50.9%) and "unknown" (50.9%). To which are added the adjectives "stimulating" (36.7%), "uncertain" (33.1%) and "fulfilling" (29.6%).

It should be noted that in this study, the fact that the professions of sociologist are considered to be unknown and/or undervalued for the interviewers does not negatively qualify the profession of the sociologist itself but rather the situation of the job market. (Ischer et al., 2010).

From there and in order to carry out our investigation we ask ourselves the question of knowing: *How do the students in sociology of the university of Bejaia represent the profession of sociologist?*

To which are added the following questions:

- Are there differences in the social representations of the profession of sociologist among sociology students depending on the level of study?
- Are there differences in the social representations of the profession of sociologist among sociology students according to gender?

III. The specific objectives of the research are:

- Describe the structure and social representations of the profession of sociologist among sociology students at the University of Bejaia.

- To analyze the content of social representations of the profession of sociologist among sociology students at the University of Bejaia.
- To compare the social representations of the profession of sociologist among sociology students according to level of study and gender.

IV. Key research concepts:

VI.1 The job:

For Dufour et al. (2016, p27), the word profession “ *mobilizes values, representations and practices. It makes it possible to make sense of complex socio-economic and technical realities, to know how to analyze them and to develop the capacity to act. The search for autonomy, professional and social recognition, the search for an ethic constitute components from which operate the recompositions of the meaning of the profession* ”.

IV.2 Social representation

According to Jodelet (2003, p. 53) it can be defined as a “ *form of knowledge, socially developed and shared, having a practical aim and contributing to the construction of a reality common to a social whole.* »

The organization of a social representation was developed by Abric (1976, 2003). A Social representation is considered as a socio-cognitive field structured and organized around two systems: a central system and a peripheral system.

IV.3 The central core

The central core is made up of elements related to the collective memory. It is consensual, stable and consistent. It resists change and it is insensitive to the immediate context. It generates the meaning of social representation. Its dimension is essentially qualitative according to the frequency of appearance of one or more elements in the subjects' speech (Abdelfettah, 2020).

IV.4 The peripheral system

The peripheral system is located around the central core, it integrates individual experiences and allows adaptation to concrete reality, also protecting the central core. According to Abric (1994, P.22) as cited in Abdelfettah, 2020), the peripheral system is “ *in direct relation with it, that is to say that their presence, their weighting, their value and their function are determined by the nucleus “by the central elements of the nucleus* ”.

V. Data collection methodology and techniques

At first, in order to achieve the objectives of our research, we conducted a pre-survey to collect the content of the representations . Five (5) students were interviewed in order to collect examples of evocations induced by the word **profession of sociologist** . The evoked words will be used in the analysis of the centrality of the words according to the theory of the central core.

Then in a second step, we carried out a survey to collect the content of the representations which took place in three phases:

The first phase we developed a questionnaire composed of fourteen (14) questions aimed at probing the attitudes and opinions of respondents about the " **profession of sociologist**" .

The second phase , using a questionnaire of hierarchical evocations, respondents are asked to produce and then rank words, expressions that come to their mind spontaneously when they hear the inducing term "**profession of sociologist**" .

The third phase consists of verifying the centrality of the words evoked (following the processing of the data from the pre-survey) which make up the central core, using the *Mise en Cause technique (MEC)*. (questionnaire which is based on a double negative which makes it possible to recognize the central elements, by asking for example the question “the sociologist is not.....?” and which postulates that the central elements not being negotiable, their implementation cause, should not be refuted (Moliner and Guimelli, 2015)).

VI. Technique for analyzing and interpreting data

- The data collected during the first phase of the survey was analyzed using SPSS 25.0 in order to carry out a descriptive analysis.

- The data collected during the second phase of the survey (questionnaire of hierarchical evocations) were analyzed using the *Analypsis software*, an alternative software to the EVOC software (Vergés, 2001), which makes it possible to carry out a prototypical analysis of the evocations.

We analyzed the data from the evocation questionnaire, first ranked by a *categorical analysis* which consists of constructing categories in which all the evocations produced in response to the initial inducer are grouped. It makes it possible to group together elements that belong to the same lexical field (Vergés, 1992). *For example* : the words sociable, human being, communication technique, communication skills and communication have been grouped into the category communication skills.

The prototypical analysis will then consist in crossing the frequency of appearance of the items with their ranks of appearance and their ranks of importance. A table with four boxes is established from this crossing, the interpretation of which is inherent in the structural approach of Abric (1976). (Fig 1)

For the third phase of the investigation (Questionnaire of Questioning) the analysis of the results will consist in being interested in the negative answers “No” ; and an element is considered to be central if its questioning leads to negative responses (“No”) from a very large majority of individuals. A percentage of refutation higher than 70% of an element, it can be considered as central (Vergès, 2001).

During data processing (coding and entry into Excel), we eliminated the answers of individuals who did not respond to certain items. Thus, of the 19 students who had made up the sample, we retained the answers of 14 students.

VII. Study population and sampling techniques:

The study population are students in License 2 and Master 2 in sociology from the Faculty of Human and Social Sciences of the University of Bejaia.

The chosen sampling technique is that of stratified sampling. The different strata of the sample will be made up of the following levels: students in second year sociology license as a representative part of students at the beginning of their course, and students in Master two sociology as a representative part of students at the end of their course.

In order to meet the needs of our survey, 14 participants were interviewed out of a population comprising 164 bachelor's students and 78 master's students, all options combined. Therefore, the sample consists only of the 14 students interviewed (i.e. 5.78% of the study population) between 07/13/2021 and 07/15/2021 (date when the University of Bejaia saw all educational activities

suspended and scientists following the state of confinement decreed by the Ministry of Higher Education and Scientific Research due to the resurgence of Covid-19 cases).

- With regard to the Level of study , nine (9) students (64.28%) answered to be in second year master against five (5) (35.71%) having answered to be in second year license. **With** regard to age , twelve (12) (85.71%) students answered to be between 20 and 25 years old and only two (2) (14.29%) are between 26 and 30 years old. Regarding gender, eight (8) student interviewers (57.14%) are women against six (6) men (42.85%). With regard to the high school sector, nine (9) students out of 14 (64.28%) studied in the language stream in high school against four (4) in letters (28.57%) and one (1) in accounting (7.14%).

VIII. Search results:

VIII.1 Analysis of data from the first phase of the survey: opinions and attitudes towards the profession of sociologist

The majority of respondents 73.3% are in total agreement that *"the sociologist contributes to improving society"* and think that *"The work of the sociologist is essential "* and in this concurs with the results of previous research (Ischer et al., 2010). While 53.3% are in total agreement with the idea that *"He can help to explain what is happening in his society"*.

66.6% of respondents define the work of a sociologist as a *"profession"* 40 % totally agree and 33.3% agree with the definition of a sociologist as an *" intellectual "* . For them academic research is the main field of activity of the sociologist.

They are at 46.7% to be in total agreement and 33.3% to be in agreement with the proposition that the sociologist must be prepared for the exercise of sociological research after studies .

53.3% think that " that the profession of sociologist is not sufficiently exploited in companies " and they are 73.4% to think that " we must introduce the profession of sociologist to others ". Opinions on the proposals *"The sociologist is above all a theoretician"* and *"He must intervene in political decisions and the implementation of economic strategies"* are rather mixed.

In general, it emerges that the opinions and attitudes expressed by the students interviewed towards the profession of sociologist are positive.

VIII.2 Analysis of data from the second survey phase: in search of the central core of social representation

In this section, we present the results of the second phase of the survey. We seek to identify the element(s) by which students at the beginning and at the end of the cycle in sociology at the University of Bejaia define the profession of sociologist. Because according to Abric (2005, p. 60) *"studying a social representation means first and foremost looking for the constituents of its central core"*.

VIII-2.1 Prototypical analysis of evocations.

In response to the *"Sociologist job"* inducer, the sample produced 84 evocations in 32 different words.

VIII- 2.1.1 In order of appearance:

According to the order of appearance ,in the analysis, Three (3) elements appear in the zone of the central core. The three (03) appear to be salient (high frequencies) with relatively low ranks of appearance. These are the elements “Researcher”, “Management” and “Change”. This observation makes it possible to hypothesize that respondents look at the profession of sociologist as a profession of “researcher” or a profession of “manager” in the object of “change”. Thus ,two poles appear in the area of the central core. We have, on the one hand, research and investigation activities which constantly update the discipline (“research”), and, on the other hand, management activities and assistance to management in its economic or policy (“Management”). And “change” seems to be an object and a center of interest common to these two dimensions of the profession of sociologist.

These two poles propagate in the peripheral system. Elements such as “Society” and “Social fact” can refer to the “change” and the movement which is continually occurring in society and which is the object of study by the researcher; the other word which is “Company” refers, meanwhile, to the idea of “management” in its organizational and institutional aspect.

Moreover ,the analysis according to the order of appearance shows that in addition to being the most cited element, the "Researcher" element is also an element that comes very spontaneously to the minds of respondents when they hear the inducer “A profession of sociologist”. This can be seen in its low average rank (2.69). (Table N°1)

VIII-2.1.2 In order of importance:

According to the order of importance ,the analysis brings some differences, the main one being that the element " solving social problems ", which appears in the second periphery in the previous analysis, is found in the core zone. central with a relatively low rank (3.33). The two poles and the “change” object previously identified in the representational structure, according to the order of appearance, are also found here. But the migration of the element "to solve social problems" in the core area suggests a new hypothesis, namely that respondents see the profession of sociologist as a profession of "researcher" which consists in "solving social problems" which can be the natural consequence of the “change” that can occur in society; but it is also a profession of “Management” where the sociologist must “solve social problems” which are intrinsically linked to organizations and institutions. Moreover, this analysis shows that the element “solving social problems” has the third lowest rank in the order of importance (3.33).

The prototypical analysis seems to show the importance of the managerial dimension in the social representation of the profession of sociologist among the students questioned, probably in relation to the vocational choice and the possibilities of professional integration that they could envisage. (Table N°2)

VIII-2.1.3 According to the level of study:

The prototypical analysis of the two levels of study in the sample can be instructive as to the representations that sociology students have of the profession of sociologist at the beginning and at the end of their university course.

In the comparison between the order of appearance and the order of importance in License 2 and Master 2 students, we notice a radical difference between the central and quasi-radical core of the 1st periphery. (Table N°3 & 4)

In the comparison of the representations of the students in License 2 and Master2 with the global sample. With regard to students in the second year License, we note a similarity in the central core and 1st periphery with absence of elements in the second periphery and contrasting elements. And this, whether in the order of appearance or the order of importance, except for a difference in rank which means that the “management” pole seems to be clearly more significant than the “researcher” pole. (Table N°5)

According to the words evoked in second-year Master's students, we observed a radical difference with the global sample in the content of the central core. The words "Social facts", "Institution" and "Observer" make up the central core of the social representation of the profession of sociologist among second-year master's students. The sociologist is defined in his relationship to “social facts” and to the “institution” as a characteristic “observer” who describes the sociologist and not the profession itself.

The 1st periphery is more provided in evoked words than that of the global sample. The words "researcher", "society", "enterprise", "solving social problems" and "management" in its components. (Table N°6)

Finally, we note also the radical differences in the central and quasi-radical core, in the 1st and 2nd periphery as well as in the contrasting elements between the social representation of the "profession of sociologist" of the students in License 2 and that of the Master 2. And that whether in the order of appearance or the order of importance.

We can conclude that the social representations of the profession of sociologist are different between students in License 2 and Master 2.

VIII-2.1.4 According to gender:

The prototypical analysis in relation to the gender of the sample seems to us instructive as to the representations that sociology students have of the profession of sociologist depending on whether they are men or women.

In the comparison between the order of appearance and the order of importance, with regard to the gender man, according to the order of appearance and the order of importance of the words evoked among the students, one can see a unique difference in the content of the central core. Indeed, the word "management" no longer appears in the component of the central core and migrates to the first periphery. (Table N°7 & 8)

For the female gender, radical differences in the central core and almost radical in the 1st periphery are observed between the order of appearance and the order of importance. (Table N°9 &10)

In the comparison of the representations of male and female students with the overall sample. We note with regard to the male students that nuanced differences can be noticed in the composition of the central core and the 1st periphery compared to the overall sample, whether in the order of importance or the order of appearance. However, a consensus appears in the centrality of the elements “researcher” and “change”. The second periphery and the contrasting elements being less provided.

For the female students, Depending on the order of importance of the words evoked in the female students, we can see a significant difference in the content of the central core. The words

"Business", "solving social problems" and "Social conflict" are added to the composition of the central core of the social representation of the profession of sociologist among female students.

Compared to the order of appearance of the words evoked in the female students, we can see a radical difference in the content of the central core. The words "social facts", "institution" and "observer" replace the component items of the central core of the global sample. The sociologist is defined in his relationship to "social facts" and to the "institution" as a characteristic "observer" who describes the sociologist and not the profession itself.

Finally, we can see in the comparison between genders that the composition of the central core of male students is radically different from those of females. Can we conclude that these are two quite distinct social representations, two different definitions of the same object?

VIII-2.2 Categorical analysis of evocations

Based on the 129 words mentioned, we have identified the following 13 categories: "Social facts", "Society", "Management", "Health", "Sense of communication", "Solving social problems", "Observer", "Institutions", "Researcher", "Man in the field", "Change" and "Company". Consider the following table. (Table N°11)

Categorical analysis does not contradict prototypical analysis in these broad lines. The categorical analysis indeed shows that the evocations relating to the theme of "Researcher" are the most numerous. The category built around this item represents 13.17% of mentions, and is, thus, the most important in terms of weight. The second most important category is the one built around the "Society" item. This includes 11.62% of the evocations. The categories of items "Management", "Change" and "Social facts" also appear in a good position, since it comes third with 10.85% of mentions each.

VIII-3 Verification of centrality:

The Challenge questionnaire that we used has two response options: "Yes" and "No". The Questioning of the elements likely to belong to the central core of the representation shows that the word "researcher" and the word "Management" each systematically obtained "78.57%" and "0%". The word researcher having obtained a percentage of refutation higher than 70%, it can be considered as central (Vergès, 2001) which is not the case of the item "Management".

Only the word "researcher" passes the centrality check. A sociologist remains a sociologist even if he does not work or practice in the field of management. But the sociologist remains by definition a researcher.

IX. Discussion and interpretation of results:

From the results obtained in the overall sample, we find that the opinions and attitudes towards the profession of sociologist are mostly positive, they join in this previous research Ischer et al (2010).

The prototypical and categorical analyzes of the evocations in response to the inducer "A profession of sociologist" show that the academician/practitioner duality highlighted in previous research Ischer et al., (2010); Felder, (2006); Dubar, (2002) is present in the minds of students. Questioning the elements of the representation confirmed the centrality of the researcher item in the definition of the profession of sociologist to the detriment of the "management" item, which was invalidated.

Thus, the results show that the central core is made up of the “researcher” item and that the “management” item does not fundamentally appear as a component of the central core of the social representations of the profession of sociologist among sociology students. In addition, the items mentioned in the evocations did not show major differences, thus highlighting a certain "common reference" for the students, that is to say the beginnings of the use of a common jargon specific to discipline and to the “Professional”.

Another remark on the fact that the sectors that recruit are private or public companies or research centers (universities) Piriou (2008). This would explain the orientation of the social representation of the profession of sociologist towards these two sectors, research being the sector where the sociologist retains all the dimensions of his “profession”.

Another element is reported to us by Odile Piriou (2006) in her book *“The hidden face of sociology. Discovering practicing sociologists”* mentions the three issues underlying any application for a job: opportunities, professional specialization and labelling. That is to say, sociology students always ask themselves the question of the skills transmitted, the guarantees offered to graduates and the protection of the sociological label before making a choice for professional training in sociology.

According to this author, labeling or sociological label concerns representations linked to the safeguarding of the identity and image of the sociologist (Piriou, 2006). The research sector has undeniable academic recognition and ensures professional specialization (Piriou, 2006).

With regard to the study of the social representations of the profession of sociologist between students in License 2 and those in Master 2, it is possible to confirm the existence of a difference in the representations between these two groups.

The same thing is observed with regard to gender, the representations of male students on the profession of sociologist are different from those of women and thus constitute two separate sub-groups within the sample.

X-Conclusion

The objectives of this survey were to study the social representations of the profession of sociologist among sociology students at the University of Bejaia, to analyze its content, to compare the social representations according to the level of study and finally according to the kind.

The results of the research resulted through statistical analysis, categorical and prototypical analysis to confirm the positive attitudes of sociology students regarding the profession of sociologist and to highlight the specific characteristics of their representations. Radical differences between the representations of the profession of sociologist among License 2 and Master 2 students, on the one hand. And, on the other hand, between representations of men and those of women.

The study is based on a relatively small sample (14 students), which cannot be considered as a representative of the population of License 2 and Master 2 students. There are also the linguistic difficulties of the respondents. Therefore, the results we have arrived at may not correspond with those of other studies carried out on other samples, in other contexts.

From this observation, several avenues of research appear relevant, first by seeking to extend the research to the entire population of sociology students and to know the influence of these representations on the orientation as to the sector of application of young people graduates. Also upstream, it is essential to study the representations of the profession of sociologist among young

graduates wishing to enroll in the social sciences in sociology. Other interests are that of the professional and socio-professional representations that university sociology teachers transmit to sociology students and what contributions have been made to the end of better professionalization of young sociologists.

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-Appendices :

	Low average rank	High average rank
High frequency	Box 1 Central core area	Box 2 First periphery
Low frequency	Box 3 Contrasting elements / Area of potential change	Box 4 Second periphery

Fig1: Analysis of hierarchical evocations

Rank	<3.29			=3.29		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 6	Searcher	2.69	13	Company	5.80	10
	Management	3.22	9	Company	4.00	11
	Change	1.88	8	Social Facts	3.58	12
Frequency	Contrasting elements			2nd Periphery		
	Institution	3.00	4	solve social problems	4.60	5
< 6	Observer	2.00	4	Field man	4.00	3
	Communication skills	1.00	2	Social conflicts	5.00	2

Table N°1: Prototypical analysis of the representation according to the order of appearance

Rank	<3.47			=3.47		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 6	Searcher	3.33	12	Company	5.70	10
	Management	2.56	9	Company	4.00	11
	solve social problems	3.33	6	Social Facts	3.73	11
	Change	1.22	9			
Frequency	Contrasting elements			2nd Periphery		
	Social conflicts	3.20	5	Field man	5.33	3
< 6	Institution	1.67	3	Observer	5.00	2
				Communication skills	5.00	2

Table N°2: Prototypical analysis of the representation According to the order of importance

Rank	<3.50			=3.50		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 5	Management	3.00	5	Company	6.00	5
	Change	2.00	5	Social Facts	5.00	5
	Searcher	1.00	5	Company	4.00	5
Intermediate frequency	Contrasting elements			2nd Periphery		
<5						

Table N°3: The order of appearance for undergraduate students

Rank	<3.28			=3.28		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 4	Social Facts	2.57	7	Searcher	3.75	8
	Institution	3.00	4	Company	5.60	5
	Observer	2.00	4	Company	4.00	6
				solve social problems	4.60	5
				Management	3.50	4
Intermediate frequency	Contrasting elements			2nd Periphery		
<4	Change	1.67	3	Field man	4.00	3
	Communication skills	2.00	2	Social conflicts	5.00	2

Table N°4: The order of appearance for Master 2 students

Rank	<3.50			=3.50		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 5	Management	3.30	5	Company	6.00	5
	Change	2.00	5	Company	5.00	5
	Searcher	1.00	5	Social Facts	4.00	5
Intermediate frequency	Contrasting elements			2nd Periphery		
<5						

Table N°5: the order of importance for License 2 students

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Rank	<3.28			=3.28		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 4	Social Facts	2.57	7	Searcher	5.70	8
	Institution	3.00	4	Company	5.60	5
	Observer	2.00	4	Company	4.00	6
				solve social problems	4.00	5
				Management	3.50	5
Intermediate frequency	Contrasting elements			2nd Periphery		
<4	Change	3.20	5	Field man	4.00	3
	Communication skills	1.67	3	Social conflicts	5.00	2

Table N°6: the order of importance for Master 2 students

Rank	<4.47			= 4.47		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 4	Social Facts	2.33	6	Searcher	3.75	8
	Institution	3.00	4	Company	4.00	6
	Observer	2.00	4	Company	5.50	4
				solve social problems	4.50	4
				Management	3.50	4
Intermediate frequency	Contrasting elements			2nd Periphery		
<4	Communication skills	2.00	2	Field man	5.00	2
	Change	1.00	2	Social conflicts	5.00	2

Table N°7: The order of appearance in Women

Rank	<3.90			=3.90		
Intermediate frequency	Words	Freq	Rank	Words	Freq	Rank
	Core area			1st Periphery -		
= 4	Change	3.17	6	Company	7.00	6
	Searcher	2.00	5	Social Facts	5.83	6
				Company	5.00	5
				Management	4.00	5
Intermediate frequency	Contrasting elements			2nd Periphery		
<4	Field man	3.00	1	solve social problems	6.00	1

Table N°8: The order of appearance in Men

Categories	different words		Frequent words		Category weight	
	Number	%	Number	%	Number	%
Social Facts	3	7.31	11	12.5	14	10.85
Company	3	7.31	12	13.63	15	11.62
Management	4	9.75	10	11.36	14	10.85
Health	3	7.31	4	4.54	7	5.42
Communication skills	3	7.31	4	4.54	7	5.42
solve social problems	4	9.75	4	4.54	8	6.2
Observer	3	7.31	2	2.27	5	3.87
institutions	1	2.43	3	3.4	4	3.1
Searcher	4	9.75	13	14.77	17	13.17
Field man	3	7.31	2	2.27	5	3.87
Change	5	12.19	9	10.22	14	10.85
Company	1	2.43	10	11.36	11	8.52
Social conflicts	4	9.75	4	4.54	8	6.2
Total	41	100%	88	100%	129	100%

Table N°11: Description of the categories of words evoked