



***The relationship between career perceptions and mental
health among university students***

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Abstract:

This study aimed to explore the potential relationship between two important variables: career perceptions and mental health. This was supported by measuring gender differences in each variable, using measurement tools such as the Career Perceptions Scale and the Mental Health Scale, administered to a group of male and female students. After processing the data using appropriate statistical methods, the following results were obtained.:

- There is a correlation between occupational perceptions and mental health among the sample group.*
- There are statistically significant differences in professional perceptions attributable to the gender variable.*
- There are statistically significant differences in mental health attributable to the gender variable*

Keywords: *Professional perceptions - Mental health - university students.*

The problem addressed in the study:

The development of universities in developed countries is an important measure of the progress and ranking of those countries. The university is the incubator of scientific and technological research that develops the industrial, agricultural, medical, engineering, human resource development and other sensitive sectors. Therefore, we must pay attention to the university, especially the students, as they are the main focus in advancing the institutions that they will join after their graduation. This joining depends mainly on their expectations about the world of work as well as their mental health to face the challenges and risks of work. Therefore, studying the professional perceptions and mental health of students has become an urgent necessity to facilitate their integration and success in the world of work.

Regarding mental health worldwide, World Health Organization reports indicate that approximately one million people globally suffer from behavioral, psychological, neurological, and mental problems at any given moment in their lives, and approximately "873,000 people die by suicide every year, and perhaps many times that number from accidents caused by mental health problems. All countries in the world suffer from mental health issues, causing immense suffering and negatively impacting quality of life, diminishing its enjoyment and pleasure. Samer Jamil Radwan, 2002, p. 1

Various concepts have emerged in the field of mental health, especially since mental health science deals with behavior and the distinctive characteristics of normality and abnormality, the factors that contribute to mental well-being or to feelings of deviation or disorder, and the resulting coping mechanisms, both positive and negative. The term "mental health" was first coined by the scientist Adolf Mayr, who used it to refer to the development of personal and social behavior towards normality and to the prevention of psychological disorders. Mental health, therefore, means a person's adaptation to the external world in a way that ensures their satisfaction and enables them to cope with various problems. (Saleh Hassan Al-Dahri, 2005, p. 25)

Mental health is reflected in an individual's success in adapting to their environment and being compatible with themselves and their community. Any behaviors or emotions that contradict their environment or cause annoyance or harm to their community are classified as problems or disorders that the individual suffers from and must modify.

And my band ((1996) Clarifying the position of the term mental health, as it states that from a medical point of view, mental health includes preventive treatment of mental disorders, while from the point of view of the general community, mental health means prevention of these disorders.

(Strange, strange, 1999, p. 46)

From here we find that the definitions of mental health vary according to the theoretical orientation of the researchers. Some start from an analytical point of view and see that the unconscious is what affects the life of the individual, while others start from a behavioral point of view and see that behavior must conform to the laws of society in order not to be described as a disorder.

From the foregoing, it is clear that mental health is the state in which individuals interact with themselves and the world at large with maximum effectiveness, satisfaction, joy, acceptable social behavior, and the ability to cope with and accept life's pressures. Based on the preceding data, the highest level of mental health can be described as the state in which an individual achieves a high level of success in line with their natural predispositions,

experiences maximum satisfaction with themselves and the social order, and experiences minimal conflict and tension.

It appears that university students constantly think about tomorrow and fear what the unknown holds for them, and they become tense because of it. Their biggest concern that occupies them is the anxiety about the future and the profession, and this is due to the social reality that is not always discussed objectively, according to their opinion. With the complexity of social life, the acceleration of the forces of change, the difference in student attitudes, and the study environment, this era has become called the era of anxiety and pressures, where goals are many and wishes are great, but the gap remains between what the university student wants and imagines and between his good mental health and his positive and realistic thoughts or his low mental health and his negative and irrational thoughts.

Choosing a future path is one of the most important decisions and issues for students today, given its positive and negative impacts on their lives. Since psychology students are familiar with all the psychological problems that affect individuals at different stages of life and possess the scientific ability to interpret individual behaviors and personalities, it is essential that they enjoy a high level of mental health.(Belhouach Omar,2004, p. 18)

The professional perceptions of psychology students towards their future career may be related to their level of mental health. Given the lack of discussion of this problem in Algeria, we are trying through this research to study the relationship between the professional perceptions of psychology students and mental health.

The subject of our article can be summarized by answering the following questions:

Is there a correlation between career perception scores and mental health scores among psychology students?

Are there differences between males and females in career perceptions among psychology students?

Are there differences between males and females in mental health among psychology students?

1. Hypotheses:

- There is a correlation between career perception scores and mental health scores among psychology students.

There are differences between males and females in career perceptions among psychology students.

There are differences between males and females in mental health among psychology students.

2. Defining the key concepts of the research:

The terminology and definitions represent a viewpoint that the researcher adheres to in their research. Since psychology is rich in theories, it is also rich in definitions. Therefore, the operational definitions of the basic concepts in the research will be included and adhered to, as follows:

-Mental health: The medical dictionary defines (1989) Mental health in a foreign language

He proposed several criteria, which are: adapting to the social environment, the ability to bear responsibility and frustration that comes from the external environment, solving problems resulting from professional and family life, entertainment, social and political responsibilities, and the opening of feelings. A. bourneu.1989.P22) .)

Schneider (without year) defines mental health as “a state of mental adequacy, control and integration of emotions, conflict and frustration. It is a state of actual calmness and a sound attitude toward oneself, appropriate self-awareness and relationships with reality.” (Said Hosni Al-Azza, 2004, p. 47)

As for the procedure: In this study, health is operationally defined by the score obtained by the student on the mental health scale that we applied, which consists of the physical dimension, the psychological dimension, the personal dimension, reactive sensitivity, depression and anxiety.

-Concept:

Piaget defines it as: that perception is limited to the mental image, and that this retrieval is symbolic of absent facts or situations, since perception requires the existence of evidence that allows for recall. (Moscovisci. 1991. P55)

Durkheim, however, argues that perceptions are phenomena distinct from other natural phenomena. Their unique characteristic stems from specific causes, which are themselves the same as the causes themselves. The results of perceptions are not due to certain ideas occupying individuals' attention, but rather are remnants of our past lives; they are acquired habits.

And tendencies that move us without our awareness (Ahmed Ouzi, 1988, p. 70)

As for Moskovski, he sees perceptions as a logical construction in the system of each perception and appear double-sided like a page, the first side of which is the image and the second side is symbolic, that is, every image has a meaning and every meaning has an image. Social and individual perceptions are what we see in the world or what the world should be, and they show us that something is often added to the existing thing, but it is improving. The dominant thing stimulates our thinking because it is foreign to us, so it surprises us and exerts pressure on us. (moscovicsi, 1991 p65)

-Professional perceptions: These are the mental thoughts that students in relevant fields of study and research (psychology students) have, and the image they envision of their professional future and what that future will be like, with all the emotional and psychological implications this image carries. This vision can be positive or negative. The positive aspect is reflected in a high level of mental health, having a personal project, the possibility of obtaining employment, a prestigious social standing, self-esteem, etc.

The negative side is the opposite: a decrease and decline in the individual's level of mental health, fear of unemployment, lack of an individual project, despair and frustration, etc.

As for the procedure: It is the score obtained by the student on the items suggested in the career perception scale applied in the current study. The questionnaire consists of 23 items represent the professional dimension.

3. Objectives and importance of the study:

Our aim in this article is to achieve the following goals:

- A study of the correlation between career perception scores and mental health scores among psychology students, given its importance to the student's present circumstances.
- To reveal the significance of differences between males and females in career perceptions among psychology students, in order to understand the role of gender and its importance in student life.
- To reveal the significance of differences between males and females in mental health among psychology students.

4. Scope of the study:

Our study focuses on important variables in the life of a university student, namely career vision as the primary concern that preoccupies the student throughout their academic journey, and mental health, which is a necessary dimension that must be present in a psychology student.

Our study is also limited to the community of psychology students at Djelfa University in the last academic year.

5. Previous studies:

- Study (Osman and Belkhiri,2013)

The study was about (the relationship between career perception and the level of ambition among university students), and the result was that there is a correlation between career perception and the level of ambition among students, and this confirms that career perception is not only affected by the student's mental health.(Osman and Belkhiri,2013, p. 77)

- A study by (Tijani bin Tahir from Algeria,2008):

Its subject: (Sources of stress as perceived by university students and their relationship to anxiety about the future) and it concluded that university students are generally anxious about the future and this anxiety is common among all students, and this is what it attributes to the unstable living, economic and social conditions that students experience at the university.(Al-Tijani binAl-Tahir,2008)

- A study by (Sharif Halouma,2005)

Titled "Life Project for Both Sexes at the University of Oran," the results were in favor of females over males in terms of adapting to the academic disciplines. The researcher attributed this to the female students' escape from the image of the broken woman, and that what matters to the female students is leaving the house and asserting themselves through the profession. Studying for females is a weapon and a means to prove themselves and improve their image in front of others, unlike males. As for the professional project, there is anxiety and fear of the future and of professional failure, and this is for both sexes equally.(Sharif Halouma) 2005p.152)

- A study by (Abdul Rahman Al-Issawi,2002)

Its title was (Psychosomatic Disorders of University Students in Relation to the Variables of Gender and Specialization), and the result was that females are more affected by psychosomatic disorders and various emotions.

- A study by (Al-Zubaidi and Al-Hazzaa,1997)

Its subject is (Measuring the mental health of Baghdad University students and identifying the differences between the sexes). The result was that there is a decrease in the level of mental health for both sexes, and there are no significant differences between males and females in the level of mental health. The researcher attributed this to the fact that both sexes live in similar conditions in terms of the college atmosphere and daily conditions in all their details.(Kamel Alwan Al-Zubaidi,2007, p. 78)

6. Study methodology:In this study, we used the descriptive analytical method, through which we tried to describe the phenomenon under study and analyze its data. It is considered one of the methods that aim to prepare data about the subject or phenomenon that the researcher is studying as it is, without intervention or change to that data, in order to prove certain hypotheses in order to answer questions that were specified in advance.(Agha,1997, p. 33)
7. Study population:The original study population consisted of all psychology students at Ziane Achour University in Djelfa, totaling approximately615 male and female students from all disciplines.
8. Study sample:The study sample was selected using simple random sampling from the study population, and the study sample consisted of150 male and female students from psychology only, all specializations, from the second and third university levels, and the first and second year of master's, representing 30 percent of the original community.

"A random sample is one that is chosen in such a way that each element in the population has the same chance of being chosen, and the selection of any element is not linked to the selection of another element. This method is summarized in a list of the population elements."(Hassan Hisham,2007, p. 199)

The following is a presentation of the most important distinctive characteristics of a study sample, based on tables to express more clearly and accurately the characteristics of the study sample in terms of gender, educational level and scientific specialization.

Table No.01 represents the distribution of the sample members by gender:

Sex	Students repeat	percentage
Males	54	41.53%
females	76	58.47%
crowds	130	100%

We observe from the table that the majority of the sample are female, meaning that the percentage of females exceeds the percentage of males, which is consistent with the characteristics of Algerian society, where the frequency of females reached74, representing 58.46%, followed by the frequency of males, 54, representing 41.53%. Therefore, the majority of our study sample are females.

Table No.02 represents the distribution of the sample members according to educational level:

Level	Students repeat	Percentage
Second year university	30	23.07%
Third year university	35	26.92%
First Master	35	26.92%
Second Master	30	23.07%
the total	130	100%

We can conclude from the table that the students are distributed across the second, third, first, and second master's levels with similar frequencies of 30 to 35, representing approximately 49.99%

Controversy number 03 represents the distribution of the sample members according to scientific specialization:

Specialization	repetition	Percentage
Educational Psychology	70	53.84%
Psychology of work and organization	60	46.15%
the total	130	%100

We can conclude from the table that the percentage of students is distributed between the two specializations, Educational Psychology and Work and Organizational Psychology, in similar proportions, such that the percentage of students in Educational Psychology 70 students, or 53.84%, followed by Psychology of Work and Organization, with 60 students, or 46.15%, and this was done randomly.

9. Exploratory study:

An exploratory study is defined as "a study that aims to explore the circumstances surrounding the phenomenon that the researcher wishes to study and to identify the most important hypotheses that can be formulated and subjected to scientific research." (Rabhi Mustafa Alian, 2002, p. 121)

Regarding the exploratory study, it was conducted on psychology students to confirm:

- It provides the sample size that allows us to conduct the basic study.
- Gathering sufficient information on the characteristics of the intended sample.
- Ensure you understand the content of the search tools used.

After the survey, it became clear that the participants did not encounter any difficulties or ambiguity regarding the scales. The main study was then implemented.

10. Description of the study tools: In our current study, we used two instruments: the Students' Professional Perceptions Scale and the Mental Health Scale.

- Personal data card: In our research, we used a personal data card containing information that varies from person to person. The card includes data about the student, which the student then completes for us, such as stating their major, age, academic level, and gender by marking it with a checkmark (X) in front of the data that applies to it.

- Professional perception scale: The scale for assessing students' professional perceptions in the Algerian environment was developed by researchers Belkhiri Sara and Osman Soumia ((2013), and the reliability of the scale was calculated using the split-half method, and the result was (0.50), which indicates average reliability. The validity was

calculated by presenting it to a group of specialized professors, and most of it was agreed upon.

In this research, we relied on this scale because it measures the professional perceptions of university students, and this is what we need in our current study.

- Mental Health Scale For adults, the scale was developed by Leonard, Derogets, Lian, and Lennove, and then Abu Hein adapted and standardized it for the Palestinian environment by calculating the scale's validity in the year [year missing]. In 1992, he arrived at (0.92), which indicates that it is a very high stability. (Abu Hein Fadl, 1992, pp. 75, 77)

-The judges' verdict: The questionnaire was presented to a group of expert professors to ensure the validity of the content and the clarity of the items, and the items that reflect the measured characteristic were agreed upon.

11. How to collect data:

After obtaining the legal permits for field research from the Department of Humanities and Social Sciences on psychology students for the purpose of conducting our study, and after determining the descriptive method as the method followed in conducting our research, we selected a sample from the study population, and determined the estimated sample size (150 male and female students were randomly selected, and then we distributed the forms, which consisted of a sheet for personal information, a sheet for the professional perception questionnaire, and a third sheet for the mental health questionnaire, attached together. This was to measure the degree of professional perception and the degree of mental health for each individual in the sample. We explained the various aspects of the scales, such as the wording of the instructions, clarifying the statements of the scales, and explaining how to answer them. After that, we listened to the various inquiries and questions of the sample members and answered them.

After the students finished answering the questions, which took approximately "25 minutes," we handed over the answer sheets directly, and after making sure that the number of the applied sample reached the required number, which is "130", and this is after canceling 20 forms for not answering all the items, or answering one of the two scales.

Finally, the data were processed using the Statistical Package for the Social Sciences (SPSS). SPSS," where it was statistically processed according to the requirements of each of the research hypotheses.

12. Statistical techniques and methods:

In this study, we use a range of statistical tests, along with descriptive statistical methods and techniques, to analyze the data. We present them briefly as follows:

Parson's correlation coefficient: It is symbolized by "P" indicates the strength of the relationship between the two variables and whether this relationship is positive or negative.

arithmetic mean X: We use it to determine the degree to which all degrees of the distribution are closest, and it is the average representative of this group. It is also used to calculate the standard deviation and the standard score.

standard deviation S: We use it to determine the rate of deviation of scores from the arithmetic mean, and we also use it to calculate the standard score.

a test. test::To indicate the differences between the means and it is used to confirm or deny the difference function between the mean scores of the two groups.

PercentageP%:We rely on it to determine the proportions of study population groups relative to the total population, the proportions of genders, and the study sample groups relative to the total sample.

The method of verifying experts:The research tools are presented to specialists for the purpose of reviewing the various aspects of the scale, and we are satisfied with a consensus rate estimated at (80 percent).

13. Presentation and analysis of the study results:

✓ First hypothesis:

There is a correlation between scores of career perception and scores of mental health among psychology students.

This hypothesis was tested using the Bravis Pearson correlation coefficient (Pearson-Bravis) requires that this coefficient be used with quantitative data and that the relationship between the two variables X and Y be linear. It also requires that the scores of the two variables be normally distributed and that it be used with a random sample of the population, in addition to the independence of the scores of the two variables for one case from the scores of the two variables for other cases.

After confirming that the conditions for applying the correlation coefficient were met, we performed statistical analysis of the data using the Statistical Package for the Social Sciences (SPSS) software.SPSS was used to test the nature of the relationship between students' scores in career perceptions and their scores in mental health. We represented the sample, arithmetic means, and standard deviations of the variables in the following table:

Table No. (04) The distribution of professional perception scores and health scores representsPsychological.

standard deviation	arithmetic mean	Sample	Results Variables
5.30468	49.5615	130	Professional perception
12.98360	116,769	130	Mental health

After statistically processing the data using the Bravis Pearson correlation coefficient, we obtained results which are represented in the following table:

Table No. (05): Shows the correlation coefficient between health and professional perception.

Level of significance α	Correlation coefficient	The two variables
0.01 = α	R=0.630	Professional perception, mental health

The table shows a positive correlation between students' scores in career perception and their scores in mental health, where the correlation coefficient reached (The R = 0.63 indicates a relatively strong statistically significant correlation at the significance level ($\alpha = 0.01$), with a probability of error of approximately 1%. Therefore, we are 99% certain of a statistically significant correlation between career perception scores and mental health scores among psychology students at the 0.01 significance level. Consequently, we reject the null hypothesis and accept the alternative hypothesis. The results can then be generalized to the statistical population. The correlation between the two was positive; that is, any increase in a

student's mental health score corresponds to an increase in their career perception scores. In other words, mental health scores are correlated with career perception scores among psychology students.

From this it can be said that university students, especially psychology students who are steps away from the profession of psychologist or guidance counselor, should enjoy high mental health. As for the impact of health on students' perception, we find that some students who have certain qualifications will set for themselves a position that is consistent with the nature of their qualifications, imagining that they will gain from society the appreciation, respect and prestigious position that they deserve. These are all personal beliefs, but the social reality may be contrary to expectations, as there are many graduates who studied the same specialization who do not gain respect, appreciation and prestigious social position, which makes the student's beliefs contradict reality and thus generate annoyances and as a result they feel frustration, despair and lack of confidence and consequently tension, and this is what the theory of "cognitive dissonance" confirms.

This is what the study by Tijani bin Tahir from Algeria concluded (2008) Sources of stress as perceived by university students and their relationship to future anxiety: University students are generally anxious about the future, and this anxiety is common among all students. This is attributed to the unstable living, economic, and social conditions that students experience at the university.(Al-Tijani binAl-Tahir,2008, 280)

These results were also consistent with other Arab findings, such as the study by Al-Zubaidi (In 1999, under the title "Mental Health and its Relationship to Social Interaction among Students at the University of Baghdad," the researcher concluded that there is a statistically significant positive correlation between the level of students' mental health and their level of social interaction. That is, the higher the student's level of mental health, the higher their level of social interaction, and vice versa, according to the results of Al-Zubaidi's study (1999).(Kamel Alwan)Al-Zubayri,2007, p. 85)

It was consistent with Sarah and Sumaya's study (In 2013, regarding the career perception variable, a study was conducted on the relationship between career perception and the level of ambition among university students. The result was that there is a correlation between career perception and the level of ambition among students, and this confirms that career perception is not only affected by the student's mental health, but also by several variables that we leave to the researchers who are interested in this field.(Sarah, Sumaya,2013, p. 77)

✓ Second hypothesis:

There are differences between males and females in terms of career perception scores.

The following table shows the scores of males and females in the arithmetic mean, standard deviation and standard error of occupational perception.

Table No. (06) Shows the arithmetic mean, standard deviation and error in the scores of professional perception of both genders.

standard error	standard deviation	Average account	Sample	Sex
0.48665	3.64175	52.2143	56	Males
0.63937	5050004	47.5541	74	females

Table No. (07) It shows the differences between males and females in terms of professional perception.

level Significance	Degree of freedom	a test T	standard deviation	Arithmetic mean of career perception	numberN	Sex	
0.01 = α	128	5.49	3.64175	52.2143	54	Males	Degrees of perception Professional
			5.50004	47.5541	76	females	

It is evident from the tables number ((07) and (06) the difference between males and females in career perception scores, where the arithmetic mean for males in the career

perception scale was estimated at ($X=52.2143$) and a standard deviation ($SD=3.64175$), while the arithmetic mean for females in the career perception scale was estimated at ($X=47.5541$) and a standard deviation estimated at ($SD=5.50004$), and the standard error for males was (0.486665) and for females (0.63937), and the value of the (t) test was ($T=5.49$), which is statistically significant at the significance level ($\alpha = 0.01$) and with a degree of freedom (128), which indicates that the difference is statistically significant between the sexes in career perception scores in favor of males because the calculated T (5.94) is greater than the tabulated T.

This shows that males have a higher degree of positive perception than females. This may be due to females' thinking about work and society's negative view of working women, and it may also be due to family thinking, especially that of parents and brothers, influencing females' thinking about not working, as opposed to males. The result of this research differed from the result of Sharif Halouma's research.(2005) A study titled "Life Projects for Both Sexes at the University of Oran" revealed results favoring females over males in terms of adapting to academic disciplines. The researcher attributed this to female students' desire to escape the image of the broken woman, suggesting that what matters to them is leaving home and asserting themselves through a career. For females, education is a weapon and a means of self-affirmation and improving their image in the eyes of others, unlike for males. Regarding career projects, there is anxiety and fear of the future and of professional failure, present in both genders. This can be seen as one of the factors that may negatively influence the career aspirations of female students in this study.(Sharif Halouma) 2005p.152)

Third hypothesis:

There are differences between males and females in mental health.

The following table shows the scores of males and females in mental health in terms of standard deviation, arithmetic mean, and standard error.

Table No. (08) The arithmetic mean, standard deviation and error represent the mental health scores for both sexes.

standard error	standard deviation	arithmetic mean	Sample	Sex
1.35871	10.16767	122.2321	54	Males
1.52549	13.12276	111.7703	76	females

Table No. (09) It shows the differences between males and females in terms of mental health scores.

Level of significance	degree Freedom	a test T	Deviation Standard	average Calculation	Numbers	Sex	variable
0.01	128	4.94	10.16767	122.2321	56	Males	grades health Psychology
			13.12276	111.7703	76	females	

From Table No. (In the previous (08) and (09) we note that the arithmetic mean for males in the mental health scale was estimated at ($X=122.221$) and a standard deviation of ($SD=10.16767$), while the arithmetic mean for females in the mental health scale was estimated at ($X=111.7703$) and a standard deviation of ($SD=13.12276$), and a standard error for males (1.35871) and females (1.5249), which is a small difference. The value of the (t) test was ($T=4.94$), which is statistically significant at the significance level of (0.01) and with a degree of freedom of (128), which indicates that the difference is statistically significant between the sexes in favor of males as well, because the calculated T (4.94) is greater than the tabulated T (1.96).

This may also be attributed to the female gender and her sensitive and emotional nature, as a girl whose anxiety stems from several fears, such as separation from the family, which represents the only support, and the idea of spinsterhood, for example. The idea of

spinsterhood is a fundamental concern for girls in Algerian culture, especially in the southern region. This can negatively affect a girl's mental health, just as it does a boy's. This aligns with Arab studies such as that of Abdel Rahman Al-Issawi.2002,The study, titled "Psychosomatic Disorders Among University Students in Relation to the Variables of Gender and Specialization," concluded that females were more prone to psychosomatic disorders and various emotional disturbances. This finding was also consistent with the study by Ali.1988A study conducted at the University of Baghdad, titled "Mental Health and its Relationship to Locus of Control, Gender, and Age of Students," found that students generally enjoyed good mental health. However, regarding gender, the results favored males over females. This may be attributed, as previously mentioned, to female temperament and emotional sensitivity due to menstrual cramps and associated physiological changes, as well as pregnancy and childbirth.(Ali Elham Fadh,2001, p. 195)

I disagreed with the study by Al-Zubaidi and Al-Hazaa (1997Measuring the mental health of Baghdad University students and identifying gender differences. The result was that there is a decrease in the level of mental health for both genders, and there are no significant differences between males and females in the level of mental health. The researcher attributed this to the fact that both genders live in similar conditions in terms of the college atmosphere and daily conditions in all their details.(Kamel Alwan Al-Zubaidi,2007, p. 78)

14. conclusion:

Our study aimed to identify the significance of the correlation between career perception and mental health level among psychology students. Data were collected using two scales: the Adult Mental Health Scale and the Student Career Perceptions Scale, administered to a sample of psychology students. Statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS).

The first hypothesis, which states that:

(There is a correlation between career perception scores and mental health scores among psychology students)

The confirmation of a relationship between career perception and students' mental health indicates the close connection between a student's expectations, whether positive or negative, regarding the nature of their future profession and the extent of their mental health to face the challenges of working as a psychologist. Therefore, a psychology student's mental health leads to a positive expectation and perception of the profession of psychologist, and this perception is very important for their success and creativity in their future profession, especially for psychology students who are steps away from the profession of psychologist or guidance counselor, as they must enjoy high mental health. As for the impact of health on students' perception, we find that some students who have certain qualifications will set for themselves a position that is consistent with the nature of their qualifications, imagining that they will gain from society the appreciation, respect, and prestigious position that they deserve. These are all personal beliefs, but social reality may be contrary to expectations.

The second hypothesis, which states that:

(There are differences between males and females in terms of career perception scores)

This reveals that male students have a higher degree of positive perception than female students. This may be due to females' thinking about the profession and society's negative view of working women who escape family responsibility and throw their children into

nurseries. It may also be due to the family's thinking, especially the parents and brothers, in influencing the female's thinking about not working, and encouraging males to work and succeed in it because of the responsibility that awaits them in forming a family in the future.

The third hypothesis, which states that:

(There are differences between males and females in terms of mental health scores)

This is due to the female gender and her sensitive and emotional nature. As a girl, her anxiety stems from several fears, such as separation from her family, which represents her only source of support, and the fear of spinsterhood. The idea of spinsterhood is a fundamental concern for girls in Algerian culture, particularly in the southern region. This can negatively affect a girl's mental health, just as it does a boy's.

In conclusion, it can be said that this topic is very important for study. Therefore, we hope that researchers interested in this field will expand upon it from several other variables and angles to reach an understanding of the factors that affect students' professional perceptions, especially psychology students, such as comparing urban and rural areas, including the factor of parental level, and comparing students in different university disciplines.

15. Suggestions and directions:

- ✓ We draw the attention of officials to the necessity of attaching psychological guidance and counseling centers to universities to correct the negative professional perceptions that students have about their specializations and to instill hope for the future.
- ✓ Attention to students' mental health is essential, as it is the fundamental dimension for building a sound personality and developing their willpower and creativity; they are the future of the nation.
- ✓ Organizing awareness sessions for students' parents on the need to encourage female students to continue their studies and enter all sectors of employment, especially in the conservative southern regions, as females are half of society, and half of society cannot remain a burden on the nation.
- ✓ It is necessary to study the factors that influence career perception, such as the student's environment, parental level, and others.

The need to study the category of people with special needs and their professional perceptions as a part of society

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