

Career anxiety and its relationship to psychological adjustment among psychology graduate students.

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Abstract:

The current study aimed to find out the relationship between professional future anxiety and psychological compatibility among graduate students in the psychology department, where the study sample consisted of (50) students, who were selected in the intentional way, and to achieve the objectives of the study, the descriptive curriculum was adopted as the most suitable for this study, and data collection tools were used, namely the professional future Anxiety Scale prepared by "Mishri Falah" and "Jawadi", and the psychological compatibility scale prepared by "Salah al-Din Ahmed Al-Jamei", represented by the After confirming the results, it was concluded that the level of professional future anxiety among graduate students in the psychology department is low, and the level of psychological compatibility among graduate students in the psychology department is low, and there is no statistically significant relationship between future anxiety Professional and psychological compatibility among graduate students at the psychology department.

Keywords: career future anxiety, psychological compatibility.

1. Introduction:

Thinking about the future profession and planning for it is one of the things that are of interest to the university student coming to graduate, especially since it brings him a lot of moral and material gains, and the end of the university stage is the gateway from which the student moves from the field of knowledge acquisition to another important stage, which is the stage of He satisfies his psychological and professional needs through this profession of his choice.

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However, rapid changes and transformations in all economic, social, cultural and professional fields have led the student to constantly think about the professional future, as he shows some manifestations that suggest stress, fear and a sense of anxiety, which in turn leads to the so-called psychological incompatibility (Amna and Mabrouka, 2020, P.01).

Psychological compatibility is considered as the ability of an individual to successfully perform his function in life, through his goals, possibilities and opportunities guaranteed to him, and under the framework of his socio-economic environment, psychological compatibility depends on the satisfaction of the individual's various needs, as well as his acceptance of the requirements of the society in which he lives, through his harmony with society, and his acceptance of the Customs and traditions of society.

The emergence of career anxiety among university students is evidence of their inability to get along, and compatibility is the heart of mental health in particular and psychology in general (rumeisa, 2014, pp. 1-2).

The student's compatibility with the requirements of university life is affected by a set of changes, young people at this stage are living a lot of contradictions and crises under the current conditions, which have effects on various groups of society, especially young people, and extend to their abilities, behavior and then their giving, and also reflected on their personal qualities, scientific ideas and future Society is the goal of every nation that seeks progress and development, because they are the nerve of life and its honest mirror, through which they reflect the extent of their development and their orientation towards the professional future (Amna and Mabrouka, 2020, P.01). On this basis, the idea came to research the relationship between career anxiety and psychological compatibility among graduate students at the Department of psychology at Hassiba bin Bouali University in Chlef.

2. The problem of studying:

The university student faces many challenges such as academic, emotional and professional adaptation (what does the student do after graduation and in front of thousands of unemployed people), all these challenges and other problems often send a feeling of stress and anxiety (Mohammed, DS, 322), and university students are increasingly worried not only about failing to study, beyond that to the fear of poor obtaining a job or profession after graduation,

which makes it additional to The list of job seekers, which is called Career future anxiety (Al-Ghafri, 2020, P.4).

Professional future anxiety is anxiety caused by constant thinking about the future and a person suffering pessimism about the future, depression, obsessive thoughts, death anxiety, hopelessness, and it is also characterized by a state of passivity, introversion, sadness, doubt, and insecurity (al-Husseini, 2011, p.27).

The current reality of university education for students in Algeria has obstacles hindering their academic career that may affect the performance of their roles in a latent capacity, and this is evidenced by the increase in the number of university students, especially, this category, which is dominated by the spirit of Sacrifice, which has a negative impact on their psychological side, this is what leads to what is known as psychological stress, inability to conform and effective adaptation, which in turn He feels that he is isolated because the loss of his own self makes him feel insecure and anxious, therefore the importance of satisfying needs comes primarily among mental health scientists because it affects the achievement of psychological compatibility, which in turn affects social compatibility. psychologists believe that in front of a deviation in the behavior of young people and none of their problems except and lies behind an unfulfilled psychological need or motivation that has not been satisfied (alborai, 2002, pp. 329-330).

Psychological compatibility is related to the ability to make a difference between his motives and psychological control, a compatible Swedish person issues effective performance behavior with which he faces various problems and pressures by finding satisfactory positive methods. compatibility is an essential element in an individual's life that makes him always get the state of satisfaction and satisfaction of his motives, whether in the school or professional field, compatibility is an end for each individual to reach a stable life, as we find a study by researcher Mohammed Abdulkader (1974) in Kuwait about compatibility problems among adolescents in all classes (Baha, 1980, 194), where psychological compatibility according to Ibrahim Nasser (2004) is defined as: "The ability to restore an individual's inner balance as a result of satisfying his inner impulses, and therefore his feeling of satisfaction results from his accepting himself with confidence and relying on it (Nasser, 2004, p.224).

Therefore, we see that they always seek to find a level of psychological satisfaction, stability and psychological balance for a healthy psychological life. proper compatibility when an individual feels a need ends when this need is satisfied. the future outlook is considered one of the determinants of human compatibility, and the outlook measures the negative and positive variables that are expected to happen to an individual in the future and has to do with their emotional balance. If an individual succeeds in satisfying his needs and achieving his goals, he becomes both psychologically and socially productive and positive in his society, and the University's lack of satisfaction of requirements and demand needs is a factor leading to anxiety, and therefore poor compatibility. it is noted that future anxiety occupies a large part of the psychological problems among students, in addition to the negative consequences of this, both for the student and society as a whole (Amna and Mabaruka, 2020, P. 06)., and that future anxiety and its surprises and changes exceed the ability of the organism to adapt, and this is what makes his psychological compatibility affected the importance of the current study lies in answering the following questions:

- * Is there a statistically significant relationship between career anxiety and psychological compatibility among graduate students in the psychology department?

- * What is the level of career anxiety among graduate students in the psychology department?

- * What is the level of psychological compatibility of graduate students in the psychology department?

2.1. Study hypotheses:

- * There is a statistically significant relationship between career anxiety and psychological compatibility among graduate students in the psychology department.

- * There is a level of career anxiety among graduate students in the psychology department

- . * There is a level of psychological compatibility among graduate students in the psychology department.

2.2. Objectives of the study:

The objectives of the current study are as follows:

- * Revealing the relationship between future anxiety and psychological compatibility among graduate students in the psychology department.
- * Identify the level of professional future anxiety among graduate students in the psychology department.
- * Identification of the level of psychological compatibility among graduate students in the psychology department.

2.3. The importance of studying:

The importance of the current study lies in the following:

- * Identify the causes and factors leading to career anxiety and a low level of psychological compatibility.
- * Benefiting from the current study in building experimental research, searching for the implications of the correlation of these variables with each other, and contributing to enrich the field of psychology.
- * Come up with recommendations that help us achieve psychological compatibility.
- * The increasing prevalence of the phenomenon of career anxiety among students about to graduate.
- * The extent to which career anxiety affects the psychological compatibility of newly graduated university students.
- * Enrich the Scientific Library with such studies.

2.4. Identification of procedural concepts of the study:

The need for research presupposes defining procedural definitions of the study terms in order to reach consensus in understanding their meanings between the researcher and the reader, so the researcher presented procedural definitions of the most important terms of this study, which are as follows:

2.4.1. Career anxiety:

It is the sum of the grades obtained by the university student on the future Anxiety Scale for "mushri Falah" and "Jawadi", who is coming to graduate from the psychology department and applied in the current study.

2.4.2. Psychological compatibility:

It is the sum of the scores obtained by the university student on the psychological compatibility scale of "Salah al-Din Ahmed Al-Jamea", who is coming to graduate from the psychology department, and applied in the current study.

2.5. Previous studies:

Previous studies play a big role in scientific research, they are the ones that the researcher refers to in order to obtain data and information related to the research topic, and then study them well, then analyze them by scientific and methodological methods used in scientific research, and then determine the extent of similarity and difference between them and the hypotheses of the scientific research presented. These studies have been presented and divided in this way within the limits of what has been obtained from research and access to them.

2.5.1. Arabic studies:

Among the Arab studies that have dealt with career anxiety and its relationship to psychological compatibility among university students, we find:

The study of lawyers and philosophers (2007), which found that university students have a high level of professional future anxiety, in addition to the presence of statistically significant differences in the level of professional future anxiety due to the specialization variable, and the absence of statistically significant differences in the level of professional future anxiety due to the gender variable or the interaction between the two specialization variables, and gender (Reza, 2021, pp. 134-135).

The study of rumeisa boulesal (2014), which aimed to reveal the relationship between future anxiety and psychological compatibility among students about to graduate, and to achieve the objectives of the study, the descriptive curriculum was used, and the study sample consisted of (100) students from Arab bin Mehidi University, the future Anxiety Scale and the psychological compatibility scale were used, and the results of the study resulted in a negative correlation between future anxiety and psychological compatibility, indicating that the higher the degree of future anxiety, the lower the level of psychological compatibility among undergraduate students about to graduate (rumeisa, 2014).

The study of Sufi Rataba (2017), which aimed to study satisfaction with the university orientation and its relationship with professional future anxiety, where the sample included (100) students of the Department of psychology from the University of ziyani Ashour "Wilayat Julfa", the researcher used in this study the descriptive approach, the satisfaction scale for Group guidance and the scale of professional future anxiety were applied, and she also relied on

the Pearson correlation coefficient, Levine test to detect homogeneity between the two independent samples (F) and the test of differences (t), and her results statistical significance between satisfaction with university guidance and concern for the professional future among students, as it was found that.

Malouka Study (2018), which aimed to find out the impact of the expectation of self-efficacy on the professional future anxiety of the incoming university student upon graduation, where it was applied to a sample of (121) students, using the following tools: The self-efficacy scale prepared by Masri Nevin (2011), and the professional future Anxiety Scale prepared by Bakar Sara (2013), the results of which concluded that there is a weak predictive effect of self-efficacy on the professional future anxiety of the incoming university student upon graduation, and there are significant differences between Bachelor's and master's students in the level of self-efficacy in favor of The Bachelor, there are no significant differences between Bachelor's and master's students in the level of professional future anxiety, and there is a weak negative correlation between the expectation of self-efficacy and professional future anxiety on graduation.

The Study of Amna and Mabrouka (2020), which aimed to study career anxiety and its relationship to academic compatibility among students about to graduate, the core sample size in this study was (150) students from various disciplines, and the study showed the following results: there is no correlation between career anxiety and academic compatibility among students about to graduate There are no statistically significant differences in the level of future anxiety among the study sample depending on gender, and there are statistically significant differences in the level of professional future anxiety among students about to graduate due to the specialization variable (Amna and Mabrouka, 2020, P.12).

2.5.2. Foreign Studies:

Among the Foreign Studies that have dealt with career anxiety and its relationship to psychological compatibility among university students, we find:

The study of Pola Noski (2005), which aimed to find out the rate of feeling anxious about the professional future, identify the penalties facing them at the beginning of their professional work and work to create a spirit of challenge to overcome these obstacles, the study sample amounted to (1000) polish and French doctors of excellence, and a questionnaire was applied to them to

measure the rate of anxiety The researcher. The results of the study resulted in a high rate of anxiety about the professional future among the doctors of excellence in Poland, while the rate of anxiety about the professional future is very low among the French doctors of excellence, the results of the study also showed that the doctors of excellence who are familiar with the doctor's daily duties are developing their scientific skills, and They have a high rate of feeling anxious about their professional future, and the results of the study also showed that a high rate of feeling anxious has a negative impact on the professional future (remisa, 2014, p.14).

The study of Nicholas and Ramos (2007), which aimed to reveal the relationship between compatibility with university life and self-efficacy among university students, the study was conducted on a sample of (192) students with an average age of (22.1) years, the self-efficacy scale, the compatibility scale with university life, and a preliminary data list were applied to them, and the results indicated that First-year students with high self-efficacy have compatibility with university life compared to their peers with low self-efficacy and compatibility with university life in various academic years at the University (Sara, 2018, P.12).

Feedback on previous studies:

Based on what has been stated in previous studies, the following can be deduced:

*** In terms of the goal:**

We concluded from previous studies related to career anxiety and psychological compatibility that their goals differ according to the different subjects studied, where malouka's Study (2018) aimed to find out the impact of the expectation of self-efficacy on the career anxiety of the incoming university student upon graduation, while Paula Noski's study (Bolanuski, 2005) aimed to find out the rate of feeling anxious about the career future and On the sanctions that they face at the beginning of their professional career and work to create a spirit of challenge to conquer these obstacles.

*** In terms of curriculum :**

Through a review of previous studies, it turned out that all researchers used the descriptive method as a Sufi Rataba (2017) study in their research

*** In terms of the sample:**

Most of the sample members in previous studies are students who are about to graduate as a Amna and Mabrouka (2020)

*** In terms of tools:**

What has been concluded from previous studies is the difference of the tools used as the malouka Study (2018) that used the self-efficacy scale prepared by the Egyptian Nevin (2011), and the professional future Anxiety Scale prepared by Bakar Sara (2013).

*** In terms of results:**

The results of previous studies differ in relation to the difference in professional future anxiety and psychological compatibility of a variable where gender and specialization are variable.

3. Theoretical framework of the study:

3.1. Definition of career anxiety :

Mkhaimer defined it as: "a state of stress, uncertainty and generalizations that professional opportunities are diminishing in the future, and something may become unattainable no matter how much effort and no matter what his qualifications and academic level indicate" (Amna and Mabrouka, 2020, P.33).

3.2. Definition of psychological compatibility:

Jaber Abdul Hamid defines psychological compatibility as: "the integrated and continuous process in which the individual seeks to reconcile the requirements of the environment with his personal requirements in a way that achieves for him and others a positive growth of self, experience and awareness" (Aliwa and boshaba, 2017, p.344).

4. Methodological procedures for the study:

Research procedures are an essential element in directing research according to the scientific and methodological foundations, and through them the researcher can determine the best means to solve the research problem posed, and achieve the desired goals of research.

4.1. Curriculum of study:

Scientific research approaches are defined as: "that set of general rules and regulations that are described in order to reach facts about phenomena that have occupied the attention of researchers in various fields of human knowledge, and

scientific research approaches vary according to the subject of study, and no matter how diverse the approach is, it means the way the researcher follows to study the problem of the subject of study," and due to the nature of the current study questions, the descriptive approach that fits the subject of study, which is defined as: "Collecting accurate descriptions and information about the studied phenomenon, as it actually exists in reality, is the method of analysis and interpretation in a scientifically structured way in order to reach specific purposes of its problem" (Rabah, and rezeem, 2022, P.44).

4.2. Sample study:

The selection of the sample is one of the most important steps of the study because the results we have reached are based entirely on the characteristics of the sample and the extent to which it represents the original community so that its results can be generalized. the study sample was selected in an intentional way (intentional), for ease and availability. this study was applied to a sample of (50) students, and the study sample is distributed according to the gender variable and the specialization variable. This can be illustrated in the following two tables:

Table 1: shows the distribution of the sample by sex variant.

Percentage ratio	Iterations	Gender
%12	06	Males
%88	44	Females
%100	50	Total

We note from Table No. (01) that the percentage of males(12%) is smaller than the percentage of females (88%).

Table 2: shows the distribution of the sample by specialization variant.

Percentage ratio	Iterations	Specialization
%50	25	School psychology
%50	25	Clinical psychology
%100	50	Total

We note from Table No. (01) that the percentage of males(50%) is equal to the percentage of females (50%).

4.3. Study limits:

Each study has areas and spatial and temporal boundaries to be conducted on the basis of, and the boundaries of the current study are as follows:

4.3.1. Spatial boundaries:

This study was conducted at Hassiba bin Bouali University in Persia, Faculty of Humanities and Social Sciences, Department of psychology.

4.3.2. Temporal boundaries:

This is the period that the researcher takes while collecting information and data from the field, and this is from the beginning of the study to the end, and the current study has extended from its theoretical and applied side from the beginning of November 2022 until May 2023.

4.4. Study tools:

The study tool is used according to the nature of the subject of the study, the quality of the data, the goals it pursues and its requirements, as the use of the appropriate tool leads to achieving the required results because a large percentage of the accuracy of the information and the correctness of the analysis results to be obtained are related to the proper selection of these tools.

Since the current study aims to identify the relationship of career anxiety with psychological compatibility among graduate students at the psychology department. In this study, several data collection tools were used, as follows:

4.4.1. The scale of professional future anxiety:

4.4.1.1. Scale description:

The professional future Anxiety Scale is prepared by "Mishri Falah" and "Javadi", as this scale contains (35) items, which consists of (03) dimensions, and this can be clarified in the following table:

Table 3: shows the distribution of phrases on the dimensions of the scale of professional future anxiety.

Number of phrases	The corresponding phrase number for each dimension	Dimensions	Dimension number
11	-32-30-29-28-12-10-9-7-4-1 35	Negative and pessimistic thinking about the future career	01
14	-20-17-16-14-13-11-6-5-2 34-27-24-23-21	Psychological manifestations of career anxiety	02
10	-31-26-25-22-19-18-15-8-3 33	Physical manifestations of career anxiety	03

4.4.1.2. The correction key:

The professional future Anxiety Scale included five alternatives: (very ok), (ok), (neutral), (opposed), (very opposed). the scale scores are estimated as follows: (5) scores are given when responding with (very OK), (4) scores are given when responding with (OK), (3) scores are given when responding with (neutral), (2) two scores are given when responding with (neutral), and (1) one score is given when responding with (opposed).

2.4.4. Psychological compatibility scale:

4.4.2.1. Scale description:

The psychological compatibility scale is prepared by "Salah al-Din Ahmed Al-Jamaa", as this scale contains (21) items, and this scale includes positive items and negative items, and this can be clarified in the following table:

Table 4: shows the distribution of positive and negative items of the psychological compatibility scale.

Total	Item numbers	Type of items
10	15-12-7-6-5-4-3-2-1	Positive items
11	21-20-19-18-17-14-13-11-10-9-8	Negative items

4.4.2.2. The correction key:

The psychological compatibility scale included five alternatives: (completely OK), (OK), (somewhat OK), (not OK), (not at all OK). the scale scores are estimated according to the Likert method, where scores are given from (5) to (1) in the case of positive items, and these scores are reflected for negative items from (1) to (5) (rumeisa, 2014, pp. 88-89).

5. Interpretation and discussion of the results of the current study:

After the methodological procedures of the field study were identified in the previous chapter, a presentation, analysis and discussion of the results of the basic study will be presented in this chapter according to the sequence of its questions and hypotheses after analyzing them with the appropriate statistical methods through the use of the statistical packages program for Social Sciences (SPSS):

5.1. Presentation, analysis, discussion and interpretation of results related to the study hypotheses:

5.1.1. Presentation, analysis and discussion of the result of the first hypothesis:

The first hypothesis states that:"there is a level of career anxiety among graduate students of the psychology department".

To confirm the correctness of this hypothesis, the arithmetic mean, the theoretical mean and the standard deviation were used.

Table 8: shows the level of career anxiety among graduate students in the psychology department.

Level of significance	Probabilistic value	Degree of freedom	The value of "T" Calculated	Default average	Standard deviation	Arithmetic mean	Number of paragraphs	Methods Statisticshonours The scale
0.01	0.000	49	30.636	105	22.559	97.74	35	Career anxiety

From the above table, we note that the arithmetic mean of the study sample members in the professional future anxiety variable was estimated at (97.74) with a standard deviation of (22.559), and to find out the significance of the differences between it and the default mean estimated at (105), the "T" test was calculated for one sample and its value was (30.636) at a degree of freedom (49), the probabilistic value (0.000) and a significance level (0.01), which means there are significant differences between the two averages and, of course, in favor of the study group is considered to be the smallest on average, which means that the members of the study group have low career anxiety.

These results explain that the anxiety of the professional future among graduate students in the psychology department is due to the student's positive thinking about the future, an optimistic outlook on life, and his ability to face stressful life events, especially associated with choosing a profession, and not being afraid of the professional future reflects an individual's general sense of security, tranquility, stability, psychological comfort and a level of mental health, and that the ideas he holds about the professional future are rational, which makes him more capable and effective in facing and responding to events, and he does not believe in his perceptions that he will suffer difficulties in his professional career after graduation (obtaining a certificate), nor he worries about not getting a job He does not feel frustrated in the event that there is uncertainty in his professional future, as well as his perceptions, beliefs and

positive expectations that he will find a job commensurate with his scientific qualifications, he is not afraid of anything and does not feel worried about the future in the event that he does not get a financial position that will bring him social status, he also does not occupy his mind in case of exposure to social conditions that hinder him from reaching the desired profession in the future, he does not feel that his professional future is vague, and he is not afraid of failure in his career in the future, and finally we say that this student a recent graduate feels a kind of psychological security as well as psychological comfort when thinking about his future career. This is confirmed by a monograph Study (2018), the results of which concluded that there is a poorly predictable effect of self-efficacy on the future professional anxiety of the university student who is about to graduate (Amna, and Mabrouka, 2020, P.12).

5.1.2. Presentation, analysis and discussion of the result of the second hypothesis:

The second hypothesis states that: "there is a level of psychological compatibility among graduate students of the psychology department".

To confirm the correctness of this hypothesis, the arithmetic mean, the theoretical mean and the standard deviation were used.

Table 9: shows the level of psychological compatibility among graduate students in the psychology department.

Level of significance	Probabilistic value	Degree of freedom	The value of "T" Calculated	Default average	Standard deviation	Arithmetic mean	Number of paragraphs	Methods Statisticshonours The scale
0.01	0.000	49	49.127	63	7.983	55.46	21	التوافق النفسي

Through the above table, we note that the arithmetic mean of the individuals of the study sample in the psychological compatibility variable was estimated at (55.46) with a standard deviation of (7.983), and to find out the significance of the differences between it and the default mean estimated at (63), the "T" test was calculated for one sample, and its value was (49.127) at a degree of freedom (49), the probabilistic value (0.000) and the significance level (0.01), which means that there are significant differences between the two averages, of course, in favor of the study group considering their average is the smallest, which means that the members of the study group possess low psychological compatibility.

These results explain that the psychological compatibility of graduate students in the psychology department is due to several factors, namely the inability of the student to overcome the various and diverse conflict situations that interfere with his life, which is caused by the struggle of his own motives, failure to overcome various situations, frustration and his encroachment on the crises and difficulties facing him in his life, which greatly affects his balance and the correctness of his thinking, provided that he does not rely on the use of unconscious tricks to achieve a measure of preventive balance. And his inability to accomplish and master the work assigned to him in accordance with his abilities and capabilities, because the troubled personality, which suffers from psychological conflicts, cannot achieve this, but usually lends itself to laziness, which is characterized by the weakness of its vitality, which was depleted in the process of inhibition. As well as his inability to achieve a level of happiness that makes him feel enjoying the life he is living, whether in the university environment, in the environment of his family or among his friends and peers, which does not help him to feel safe and secure. As well as the student's inability to adapt to his reality and try to change it for the better, and his inability to invest his abilities and potential in order to make a change that enables him not to surrender to reality, which may drag him back if he responds to it and does not contradict it (Nabih, 2006, p.106). This is confirmed by the study of rumeisa Paul Assal (2014), the results of which resulted in a negative correlation between future anxiety and psychological compatibility, which indicates that the higher the degree of future anxiety, the lower the level of psychological compatibility among undergraduate students about to graduate (rumeisa, 2014).

3.1.5. Presentation, analysis and discussion of the result of the third hypothesis:

The third hypothesis states that:"there is a statistically significant relationship between career anxiety and psychological compatibility among graduate students of the psychology department ."

To confirm the validity of this hypothesis, the correlation coefficient "Pearson" between future anxiety and psychological compatibility was applied, and the results came as follows:

Table 10: shows the association between career anxiety and psychological compatibility among graduate students in the psychology department.

Level of significance	Probabilistic value	Correlation coefficient
0.01	0.136	0.214

It is clear from Table No. (10) that there is no statistically significant correlation between future anxiety and psychological compatibility, the value of which ranged (0.214) at the level of significance (0.01), and it is also noted that the probability value (sig) is equal to (0.136), which is lower than the level of significance (0.01), i.e. 1%, and based on these values we can say that we are 99% sure that there is no statistically significant relationship between future anxiety and psychological compatibility among graduate students in the Department of psychology, and therefore, we reject the alternative hypothesis and accept the null hypothesis, which states that there is no statistically significant relationship between career anxiety and psychological compatibility among graduate students in the psychology department. This is confirmed by a safe and blessed study (2020), the results of which showed that there is no correlation between career anxiety and academic compatibility among students about to graduate.

This is due to the fact that the anxiety of the future is not considered the main factor in the low level of psychological compatibility among graduate students in the psychology department, but there are other factors that appear in the student's academic incompatibility, through the failure of curricula and curricula to suit the student's inclinations and trends, escape from study, failure and academic delay, and the educational advisor has an important role in guiding and guiding students, and their lack of insight into their abilities and potential, and lack of independence optimally, and this is reflected negatively on the student's psychological compatibility. As well as his lack of happiness and satisfaction, and his incompatibility with the environment that surrounds him, as is evident in the inability to self-control and responsibility, difficulty in controlling his desires, not being able to satisfy his desires and needs, not having the ability to self-control and to realize the consequences of future things, and the incompetence of the university student in facing problems, as there are some individuals he does not know his strengths and weaknesses, and also cannot find alternatives to behavior that fails to Reaching the goal, as it is possible to completely distract from situations if he finds the problem. This is

what disagreed with the study of rumeisa boulesal (2014), the results of which resulted in a negative correlation between future anxiety and psychological compatibility, which indicates that the higher the degree of future anxiety, the lower the level of psychological compatibility among undergraduate students about to graduate (rumeisa, 2014).

6. Conclusion:

Concern for the professional future can be a part of a student's life, attention to it helps him discover his ambitions and make plans for his future projects, and this is what leads him to feel a kind of psychological compatibility, which is a set of behaviors that an individual takes in order to harmony and achieve his goals, and is shown in the extent of Self-acceptance and self-acceptance.

In view of the importance of this topic and in order to find out the relationship between the anxiety of the professional future and its relationship to psychological compatibility among graduate students in the psychology department, where the study was conducted on a sample of (50) students, and was selected by the intentional method, Hassiba bin Buali University, and after the study procedures and analysis of its data, the results:

- * The level of career anxiety among graduate students in the psychology department is low.

- * The level of psychological compatibility among graduate students in the psychology department is low.

- * There is no statistically significant relationship between career anxiety and psychological compatibility among graduate students in the psychology department.

Based on the findings of the current study, which dealt with an important topic of self-esteem in visually impaired adolescents, a set of recommendations and suggestions were presented or mentioned that could be used in the future for researchers, including:

- * Raising students ' awareness about their future by identifying sound foundations and teaching them the skills of planning for future professional anxiety.

- * Acquire students ' skills and train them to solve problems.

- * Spreading the idea of entrepreneurship among students and convincing them of the feasibility of planning their future projects, and establishing funding bodies for youth projects, so that students can get to know them more closely.

- * Providing some scientific, sports and recreational activities in order to help students alleviate future anxiety.

- * The proposal to conduct similar studies on other samples, such as doctoral students and interns of training institutes.

- * Conducting studies that address the relationship of career anxiety and psychological compatibility with some variables such as: optimism, pessimism, life satisfaction, motivation to learn, and academic compatibility.

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