

Professional Inclinations among Sociology Students and Their Relation to Career Decision-Making: A Field Study at the Faculty of Humanities and Social Sciences, University of Jijel

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Abstract : This study aimed to examine the role of professional inclinations among sociology students in shaping appropriate decisions regarding their future careers. The research was carried out on a sample of master's students enrolled in the Department of Sociology at the University of Jijel. To fulfill this objective, the descriptive method was applied, and a questionnaire served as the primary tool for data collection from 105 participants, comprising both first- and second-year master's students in sociology at the Faculty of Humanities and Social Sciences, University Mohammed Seddik Ben Yahia – Jijel. The study produced several findings, the most significant of which include:

- School and vocational guidance play a role in enabling students to make sound career decisions.
- Students' academic and cognitive preparedness contributes to the appropriateness of career decisions.
- Students' personal inclinations influence the selection of suitable career paths.

Keywords: Career interests, decision making, career decision- making, career guidance, college student.

ملخص: هدفت هذه الدراسة إلى التعرف على مساهمة الميول المهنية لدى طلبة قسم علم الاجتماع في اتخاذ القرار المناسب حول مهنة المستقبل، من خلال دراسة عينة من طلبة الماستر بقسم علم الاجتماع بجامعة جيجل. ولتحقيق هذا الهدف استخدمت الباحثة المنهج الوصفي، وأداة الاستمارة لجمع البيانات من المبحوثين الذين قدر عددهم بـ 105 مفردة من طلبة السنة الأولى والسنة الثانية ماستر علم الاجتماع بكلية العلوم الانسانية والاجتماعية بجامعة محمد الصديق بن يحيى - جيجل. وقد توصلت الدراسة إلى مجموعة من النتائج أهمها:

- يساهم التوجيه المدرسي والمهني في اتخاذ الطالب القرار المهني المناسب.
- تساهم الاستعدادات العلمية والمعرفية للطالب في اتخاذ القرار المهني المناسب.
- تساهم الميول الشخصية للطالب في اتخاذ القرار المهني المناسب.

الكلمات المفتاحية : الميول المهنية، اتخاذ القرار، اتخاذ القرار المهني، التوجيه المهني، الطالب الجامعي .

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I- Introduction :

According to Abu Atiya, the examination of factors that influence career choice holds particular significance in the present era, as Arab societies are undergoing fundamental changes in the nature of professions required for community development and progress. Young people frequently face uncertainty and a lack of foresight when choosing their future professions, and at times experience dissatisfaction when directed toward jobs that do not align with their interests and, in some cases, are unrelated to their field of study. Such challenges are often attributed to the absence of a scientific approach to guiding and directing youth toward professions that both meet societal needs and correspond with their interests and aspirations (Abu Atiya Siham: 1989, p.129).

Many individuals also select their professions as a result of temporary impulses, incidental advice from a friend or relative, inspiration derived from reading a book, watching a film, listening to a persuasive lecture, or encountering a distinguished figure in a given profession. Additional influences include parental pressure, family traditions, or the perception that a profession corresponds with the level of ambition an individual sets for themselves in life. These decisions are frequently made without considering whether the individual possesses the abilities, aptitudes, and personal qualities required for success in the chosen field (Al-Dahri Saleh Hassan: 2005, p.50).

In practice, the selection of a profession resembles the choice of a spouse, as the decision is shaped by a complex interplay of motives, emotions, and beliefs gradually acquired within the family environment during childhood. Every family maintains its own culture, economic situation, aspirations, traditions, rituals, and unique perspectives on different professions. Some careers are viewed with respect and prestige, while others are regarded with disdain or disregard. The outcome of career selection may thus lead to success and fulfillment, or conversely, to failure and frustration—outcomes that can produce profound negative consequences for both the individual and society (Shreit Ashraf Mohammed: 2000).

The process of making choices and evaluating available alternatives necessarily proceeds through the recognized stages of decision-making, which typically begin with identifying the problem, followed by recognizing and evaluating alternatives, and ultimately concluding with the act of decision. Habib Magdy Abdel Karim underscores that decision-making constitutes the selection of a particular option following deliberate thought and examination. Thinking is understood as a mental process concerned with facts and the demonstration of relationships among them. The essence of decision-making lies in the existence of “alternatives.” In the absence of alternatives, the possibility of choice disappears; consequently, there is no need for decision-making, as only one solution remains available for the issue under consideration (Habib Magdy Abdel Karim: 1998, p.80).

II– Methods and Materials:

First: The Conceptual Framework of the Study:

1. Study Problem:

The stage of university education is one of the most critical phases in a student’s academic journey. It constitutes a pivotal stage that determines the student’s future educational and professional trajectory through the specialization selected. University education, in particular, bears the responsibility of developing human capital and preparing qualified cadres and competencies. For this reason, defining educational and professional paths becomes an essential objective for students at this stage. While some succeed in making sound decisions that lead to achievement,

others experience disappointment. Decision-making, therefore, is not a simple matter, as it is shaped by diverse cognitive and personal mechanisms.

Many students make academic choices without awareness of the potential consequences such decisions may have in the future, or they commit themselves to a field of study without understanding its requirements or the professional environment they will later encounter. This lack of foresight can result in academic failure and, consequently, professional failure in future careers.

Accordingly, identifying and understanding students' professional inclinations represents the vital link between career decision-making and success in future professions. Effective long-term planning requires early guidance and counseling, providing students with comprehensive information that supports them in selecting the most suitable option from the available alternatives. Such choices must correspond both to their abilities, inclinations, and personal aptitudes on the one hand, and to the demands of the labor market on the other.

The present study was conducted to examine the relationship between professional inclinations and appropriate career decision-making, given their substantial role in shaping students' academic and professional futures. The problem of the study can thus be formulated in the following central question: How do professional inclinations among sociology students contribute to making appropriate decisions regarding their future careers?

This central question gives rise to the following sub-questions:

- Does school and vocational guidance contribute to students' ability to make appropriate career decisions?
- Do students' academic and cognitive aptitudes contribute to making appropriate career decisions?
- Do students' personal inclinations contribute to making appropriate career decisions?

2. Study Hypotheses:

2.1- The General Hypothesis:

- _ Professional inclinations among university students contribute to making appropriate decisions regarding future careers.

2.2- The Sub-Hypotheses:

- _ School and vocational guidance contribute to students' ability to make appropriate career decisions.
- _ Students' academic and cognitive aptitudes contribute to making appropriate career decisions.
- _ Students' personal inclinations contribute to making appropriate career decisions.

3. Study Significance:

The significance of the present study stems from its focus on one of the most important research topics directly related to a vital segment of society: university students approaching graduation. This group represents a crucial human resource, capable of shaping the future of the nation, carrying the hope of building a prosperous tomorrow, and possessing the capacity to work and contribute to positive change that benefits society.

The importance of the study is also reinforced by the significance of its variables. Professional inclinations have a marked influence on students' career decisions and, consequently, on their professional futures. Making appropriate career choices constitutes a central concern for most students nearing graduation. This process begins with selecting the right academic specialization, which enables students to recognize, develop, and refine their abilities, skills, and aptitudes on the one hand, while on the other hand allowing them to understand the labor market and its requirements.

Professional success is closely tied to students' personalities, academic and cognitive readiness, and their inclination to pursue a specialization consistent with their professional ambitions. Such alignment ensures that the right individual is placed in the right position. Conversely, hesitation or failure in making this decision may result in frustration and potential failure within the chosen profession.

4. Study Objectives :

No study, regardless of its field, can be undertaken without clear objectives guiding its course. The present study aims primarily to determine how professional inclinations among sociology students contribute to making appropriate decisions regarding their future careers. It further seeks to achieve the following secondary objectives:

- _ To determine the contribution of school and vocational guidance to students' ability to make appropriate career decisions.
- _ To determine the contribution of students' academic and cognitive preparedness to making appropriate career decisions.
- _ To determine the contribution of students' personal inclinations to making appropriate career decisions.
- _ To identify the professional inclinations most influential in career decision-making among sociology students at the University of Jijel.

5. Study Concepts:

5.1- Inclination:

Al-Mu'jam Al-Wasīt defines inclination as *māla yamīlu maylan wa-mīlānan*, meaning deviation from a straight state. For instance, it is said: the wall inclined when it was no longer upright, or the sun inclined from the zenith. It is also used to describe someone who inclined away from truth or inclined toward it, meaning that the person loved and leaned toward it. Inclination may also involve influencing another person (istamāla) or winning their sympathy by inclining them (Anis et al., 2000, p.13).

Inclination is further defined as a desire arising from an emotional state and a readiness within the individual to express affection toward a specific activity (Al-Khouli, 2002, p.230).

Based on these definitions, inclination may be described as the individual's sense of interest in a subject, object, or specific activity, accompanied by attentiveness that motivates active engagement.

5.2- Profession:

A profession is defined as a specialized technical occupation founded on theoretical scientific knowledge and practical experience, with professionals trained in schools, institutes, and specialized colleges. Institutions of vocational education and training aim to prepare experts capable of delivering new services in their areas of specialization—services that cannot be provided by those lacking the required qualifications (Ben Amer, 2002, p.209).

Accordingly, a profession may be understood as an activity tied to the labor market that requires skill and expertise for its practice, with the individual receiving compensation in return.

5.3- Professional Inclinations:

A professional inclination is defined as an individual's preference for a specific profession or type of work, favoring it over others even when the financial return is lower, because of the psychological satisfaction gained from the love of that profession (Taha, 1993, p.450).

Professional inclinations are also defined as the set of responses an individual demonstrates toward a particular activity or group of related activities, expressed through their fondness for these

activities and desire to practice them either as a profession or a hobby. These inclinations are shaped by prior experiences and family upbringing (Khayata, 2014/2015, p.12).

Operational Definition: Professional inclinations refer to an individual's interest in and preference for joining a specific profession or occupation over others, irrespective of its fame or financial return.

5.4- Career Decision-Making:

a- Decision:

A decision is a rational process involving the selection among multiple alternatives, each of which carries characteristics that correspond to available resources and required objectives (Al-Sirafi, 2003, p.60).

b- Decision-Making:

Harrison defines decision-making as a stage or plan within a continuous process that involves designing several alternatives related to a goal or set of goals, directing an individual's expectations toward identifying specific solutions, and committing both cognitive and practical efforts to achieve these goals (Aliyan, 2007, p.69).

Decision-making is also defined as the conscious and deliberate selection of the most suitable and preferable alternative among those available in a given situation. Every situation requires a decision, and every decision entails a conscious choice among multiple alternatives. Thus, decision-making is the conscious choice of a particular course of action or way of thinking under specific circumstances. Once the choice is made, the decision is taken (Hussein, 2007, p.14).

Operational Definition: Career decision-making refers to the totality of actions that must be undertaken before a student makes a final choice of profession. It represents the most appropriate selection among available alternatives in a given situation, while taking into account the potential consequences prior to implementation.

5.5- Vocational Guidance:

Guidance is described as a set of educational, psychological, and professional services offered to an individual in order to enable them to plan their life's future in accordance with their abilities, intellectual and physical capacities, and inclinations, in a manner that satisfies their needs and affirms their self-concept (Al-Hadi & Al-'Izza, 2007, p.14).

Vocational guidance is defined as the process of helping an individual choose, independently and under personal responsibility, a profession that corresponds to their aptitudes, abilities, and inclinations, in a way that ensures success and satisfaction in the chosen field, while simultaneously serving both the individual and society ('Oweidah, 1996, p.36).

Second: Methodological Procedures of the Field Study

1- The Domains of the Study:

1.1- Spatial Domain:

This refers to the location where the field study was carried out, represented by the Faculty of Humanities and Social Sciences at the University of Mohammed Seddik Ben Yahia – Jijel.

1.2- Human Domain:

This refers to the individuals included in the field study: master's students in sociology at the Faculty of Humanities and Social Sciences, University of Mohammed Seddik Ben Yahia – Jijel. Their total number was estimated at 351 students (male and female) enrolled during the academic year 2023/2024, distributed as follows:

Department	Stream/Specialization	Level	Male	Female	Total
Sociology	Master	Sociology of Communication	First Year	09	46
		Sociology of Public Relations	Second Year	07	20
		Sociology of Education	First Year	02	50
			Second Year	01	39
		Sociology of Organization and Work	First Year	08	75
			Second Year	18	76
Total			45	306	351

1- The Method Used:

The descriptive method is regarded as a set of integrated research procedures designed to describe a phenomenon or subject through the collection, classification, processing, and thorough analysis of facts and data, in order to reach conclusions and generalizations. It represents the most appropriate and suitable method for this study, which examines professional inclinations among sociology students and their relationship with career decision-making.

2- The Sample and Method of Selection:

A sample representing 30% of the study population was selected using stratified random sampling, resulting in a study sample of 105 students. Stratified random sampling is defined as the prior division of the study population into segments or strata assumed to be homogeneous with respect to certain characteristics under investigation, after which each stratum is assigned a proportion that determines the number of units included in the sample (Dallo, 2015, p.48).

The distribution of the study sample is as follows:

Department	Stream/Specialization	Level	Male	Female	Total
Sociology	Master	Sociology of Communication	First Year	03	14
		Sociology of Public Relations	Second Year	02	06
		Sociology of Education	First Year	01	15
			Second Year	00	12
		Sociology of Organization and Work	First Year	02	22
			Second Year	05	23
Total			13	92	105

4- The Research Instrument:

In this study, the researcher employed a questionnaire as the primary tool for collecting field data.

The research instrument consisted of two main parts:

- **Part One:** This section contained personal information aimed at describing the study population in order to identify the characteristics of the respondents. It included three questions.

- **Part Two:** This section comprised 36 statements distributed across three dimensions, as shown in the table below.

Table 01: Distribution of Questionnaire Axes and Statements

Axis	Dimension	Number of Statements	Statement Numbers in the Questionnaire
First	Educational and Vocational Guidance	12	1 to 12
Second	Academic and Cognitive Aptitudes	11	13 to 23
Third	Personal Inclinations	13	24 to 36

Third: Analysis and Discussion of the Field Study Results

Based on the field study and the analysis of the data collected through the questionnaire—organized into tables—a number of results were obtained, as outlined below.

Axis One: Educational and Career Guidance and the Student's Career Decision-Making

Table 02: The student's concern with seeking the opinions of specialists before making a career decision.

Choice	Frequency	Percentage
Agree	55	52.38%
Neutral	30	28.57%
Disagree	20	19.05%
Total	105	100%

From Table (02), it is evident that 52.38% of the respondents affirmed that they are keen to seek the opinions of specialists before making their career decisions. Meanwhile, 28.57% indicated neutrality, whereas 19.05% of the respondents reported that they do not consider the opinions of specialists when making career choices.

Table 03: The student's fear of not obtaining a job opportunity after graduation due to choosing an inappropriate specialization.

Choice	Frequency	Percentage
Agree	62	59.05%
Neutral	34	32.38%
Disagree	09	08.57%
Total	105	100%

From Table (03), it appears that 59.05% of the respondents expressed concern about not being able to secure a job opportunity after graduation as a consequence of choosing an inappropriate specialization. In comparison, 32.38% of the students reported neutrality on this matter, while only 8.57% indicated that they do not fear unemployment after graduation due to their specialization choice.

Table 04: The student's feeling of anxiety due to not knowing the career prospects of the specialization studied.

Choice	Frequency	Percentage
Agree	24	22.86%
Neutral	42	40%
Disagree	39	37.14%
Total	105	100%

From Table (04), it becomes evident that 40% of the respondents reported neutrality, while 37.14% indicated that they do not feel anxious about their lack of knowledge concerning the career prospects of their specialization. In contrast, 22.86% of the respondents acknowledged experiencing anxiety due to their unawareness of the professional opportunities associated with their field of study.

Table 05: The student's difficulty in choosing a field of study suitable for a future career.

Choice	Frequency	Percentage
Agree	28	26.67%
Neutral	37	35.24%
Disagree	40	38.10%
Total	105	100%

From Table (05), it is noted that 38.10% of the respondents reported not facing difficulties in choosing a field of study suitable for their future careers, whereas 35.24% expressed neutrality. On the other hand, 26.67% of the respondents admitted encountering challenges in selecting a specialization aligned with their professional aspirations.

Table 06: The student's limited knowledge regarding the profession and the labor market.

Choice	Frequency	Percentage
Agree	50	47.62%
Neutral	21	20%
Disagree	34	32.38%
Total	105	100%

From Table (06), it is evident that 47.62% of the respondents acknowledged possessing only limited knowledge concerning the profession and the labor market. In contrast, 32.38% of the respondents indicated that they do not lack knowledge about these aspects, while 20% of the respondents reported neutrality.

Table 07: The student's interest in obtaining career-related information from reliable sources.

Choice	Frequency	Percentage
Agree	67	63.81%
Neutral	29	27.62%
Disagree	07	06.67%
Total	105	100%

From Table (07), it becomes clear that 63.81% of the respondents affirmed their interest in obtaining career-related information from reliable sources. Meanwhile, 27.62% reported neutrality, and only 6.67% indicated a lack of interest in acquiring such information from trustworthy sources.

Table 08: The student's effort to collect accurate information regarding future career prospects.

Choice	Frequency	Percentage
Agree	72	68.57%
Neutral	27	25.71%
Disagree	06	05.71%
Total	105	100%

From Table (08), it is observed that 68.57% of the respondents confirmed their efforts to collect accurate information about their future careers. In comparison, 25.71% expressed neutrality, while 5.71% reported that they do not engage in collecting precise information concerning their professional future.

Table 09: The student's feeling of confusion and hesitation when choosing a future career.

Choice	Frequency	Percentage
Agree	88	83.81%
Neutral	04	03.81%
Disagree	13	12.38%
Total	105	100%

From Table (09), it is evident that 83.81% of the respondents reported experiencing confusion and hesitation when choosing a future career. Conversely, 12.38% indicated that they do not experience such confusion or hesitation, while 3.81% of the respondents reported neutrality.

Table 10: The student's feeling of discomfort regarding their professional future.

Choice	Frequency	Percentage
Agree	81	77.14%
Neutral	07	06.67%
Disagree	17	16.19%
Total	105	100%

From Table (10), it is clear that 77.14% of the respondents acknowledged feeling discomfort regarding their professional future. In contrast, 16.19% stated that they do not feel discomfort concerning their career future, while 6.67% of the respondents expressed neutrality.

Table 11: The student's interest in knowing the consequences of their career decision.

Choice	Frequency	Percentage
Agree	45	42.86%
Neutral	33	31.43%
Disagree	27	25.71%
Total	105	100%

From Table (11), it appears that 42.86% of the respondents confirmed being interested in knowing the consequences of their career decisions, while 31.43% reported neutrality. On the other hand, 25.71% of the respondents indicated that they are not concerned with understanding the outcomes of their career decisions.

Table 12: The student's preference for relying on others in choosing the appropriate career.

Choice	Frequency	Percentage
Agree	15	14.29%
Neutral	27	25.71%
Disagree	63	60%
Total	105	100%

From Table (12), it becomes evident that 60% of the respondents stated that they do not prefer relying on others when selecting a suitable career. Meanwhile, 25.71% expressed neutrality, while 14.29% reported preferring to rely on others when choosing the appropriate profession.

Table 13: The student's frequent reconsideration of their decisions after making them and replacing them with different choices.

Choice	Frequency	Percentage
Agree	74	70.48%
Neutral	10	09.52%
Disagree	21	20%
Total	105	100%

From Table (13), it is observed that 70.48% of the respondents acknowledged frequently reconsidering their decisions after making them and subsequently adopting alternative choices. In contrast, 20% indicated that they do not frequently revise their decisions after making them, while 9.52% expressed neutrality.

Axis Two: Students' Academic and Cognitive Preparedness and Career Decision-Making

Table 14: The university education allows students to access better jobs and professions.

Choice	Frequency	Percentage
Agree	56	53.33%
Neutral	31	29.52%
Disagree	18	17.14%
Total	105	100%

From Table (14), it is evident that 53.33% of respondents affirmed that university education enables them to access better jobs and professions, while 29.52% expressed neutrality. In contrast, 17.14% of respondents indicated that university education does not allow them to access better jobs and professions.

Table 15: Students believe they will not encounter difficulties in choosing their future profession.

Choice	Frequency	Percentage
Agree	32	30.48%
Neutral	19	18.09%
Disagree	54	51.43%
Total	105	100%

From Table (15), it is clear that 51.43% of respondents acknowledged that they will face difficulties when choosing their future profession, whereas 30.48% stated that they will not face difficulties in choosing their future profession. Meanwhile, 18.09% of respondents expressed neutrality.

Table 16: The student's university specialization qualifies them for the job they desire.

Choice	Frequency	Percentage
Agree	58	55.24%
Neutral	20	19.05%
Disagree	27	25.71%
Total	105	100%

From Table (16), it appears that 55.24% of respondents affirmed that their university specialization qualifies them for the job they desire, while 25.71% indicated that their specialization does not qualify them for the job they desire. Additionally, 19.05% of respondents expressed neutrality.

Table 17: The student's specialization provides numerous opportunities for employment after graduation.

Choice	Frequency	Percentage
Agree	74	70.48%
Neutral	15	14.29%
Disagree	16	15.24%
Total	105	100%

From Table (17), it is evident that 70.48% of respondents affirmed that their specialization provides them with numerous employment opportunities after graduation. Meanwhile, 15.24% stated that their specialization does not provide many opportunities, and 14.29% expressed neutrality.

Table 18: The nature of academic training at the university does not align with the student's future career choices.

Choice	Frequency	Percentage
Agree	59	56.19%
Neutral	18	17.14%
Disagree	28	26.67%
Total	105	100%

From Table (18), it is apparent that 56.19% of respondents confirmed that the nature of academic training at the university does not align with their future career choices, while 26.67% indicated that academic training does align with their future choices. Additionally, 17.14% expressed neutrality.

Table 19: The student identifies their abilities before making a career decision.

Choice	Frequency	Percentage
Agree	35	33.33%
Neutral	46	43.81%
Disagree	24	22.86%
Total	105	100%

From Table (19), it is shown that 43.81% of respondents expressed neutrality, while 33.33% confirmed that they identify their abilities before making a career decision. In contrast, 22.86% indicated that they do not identify their abilities before making a career decision.

Table 20: The student is keen to identify their inclinations toward the profession they will choose.

Choice	Frequency	Percentage
Agree	67	63.81%
Neutral	21	20%
Disagree	17	16.19%
Total	105	100%

From Table (20), it is evident that 63.81% of respondents affirmed that they are keen to identify their inclinations toward the profession they will choose. Meanwhile, 20% expressed neutrality, and 16.19% stated that they are not keen on identifying their inclinations toward the profession they will choose.

Table 21: There is a correlation between the student's academic specialization and their desired professional project.

Choice	Frequency	Percentage
Agree	46	43.81%
Neutral	20	19.05%
Disagree	39	37.14%
Total	105	100%

From Table (21), it appears that 43.81% of respondents affirmed that there is a correlation between their academic specialization and their desired professional project. In contrast, 37.14% stated that there is no correlation, while 19.05% expressed neutrality.

Table 22: The student has sufficient abilities that enable them to practice their future profession successfully.

Choice	Frequency	Percentage
Agree	58	55.24%
Neutral	03	02.86%
Disagree	44	41.90%
Total	105	100%

From Table (22), it is clear that 55.24% of respondents affirmed that they have sufficient abilities enabling them to practice their future profession successfully. In contrast, 41.90% indicated that they do not possess such abilities, while 2.86% expressed neutrality.

Table 23: The student sets suitable alternatives for their career decision according to their ambitions.

Choice	Frequency	Percentage
Agree	37	35.24%
Neutral	30	28.57%
Disagree	38	36.19%
Total	105	100%

From Table (23), it is evident that 36.19% of respondents acknowledged that they do not set suitable alternatives for their career decision according to their ambitions, while 35.24% affirmed that they do. Additionally, 28.57% expressed neutrality.

Table 24: The student prefers to take sufficient time when making a career decision.

Choice	Frequency	Percentage
Agree	55	52.38%
Neutral	13	12.38%
Disagree	37	35.24%
Total	105	100%

From Table (24), it is shown that 52.38% of respondents affirmed that they prefer to take sufficient time when making a career decision, while 35.24% indicated that they do not prefer taking sufficient time. Meanwhile, 12.38% expressed neutrality.

Axis Three: Students' Personal Inclinations and Career Decision-Making

Table 25: The student believes that every individual is capable of determining their future professional ambitions.

Choice	Frequency	Percentage
Agree	88	83.81%
Neutral	11	10.48%
Disagree	06	05.71%
Total	105	100%

From Table (25), it is evident that 83.81% of respondents affirmed their belief that every individual is capable of determining their future professional ambitions. Meanwhile, 10.48% expressed neutrality, whereas 5.71% disagreed.

Table 26: The student prefers a profession that provides a good income regardless of its nature.

Choice	Frequency	Percentage
Agree	77	73.33%
Neutral	06	05.71%
Disagree	22	20.95%
Total	105	100%

From Table (26), it appears that 73.33% of respondents affirmed that they prefer a profession that provides a good income regardless of its nature. By contrast, 20.95% indicated otherwise, while 5.71% expressed neutrality.

Table 27: The student plans to pursue the profession suggested by family members.

Choice	Frequency	Percentage
Agree	52	49.52%
Neutral	30	28.57%
Disagree	23	21.90%
Total	105	100%

From Table (27), it is shown that 49.52% of respondents affirmed that they plan to pursue the profession suggested by their family members, while 28.57% expressed neutrality. In contrast, 21.90% stated that they do not plan to follow the profession suggested by their family members.

Table 28: The student has the ability to make a successful and appropriate career decision.

Choice	Frequency	Percentage
Agree	50	47.62%
Neutral	20	19.05%
Disagree	35	33.33%
Total	105	100%

From Table (28), it is clear that 47.62% of respondents affirmed that they have the ability to make a successful and appropriate career decision. Meanwhile, 33.33% indicated otherwise, while 19.05% expressed neutrality.

Table 29: The student prefers not to work rather than take a job they do not like.

Choice	Frequency	Percentage
Agree	62	59.05%
Neutral	08	07.62%
Disagree	35	33.33%
Total	105	100%

From Table (29), it is evident that 59.05% of respondents affirmed that they prefer not to work rather than take a job they do not like. In contrast, 33.33% indicated otherwise, while 7.62% expressed neutrality.

Table 30: Students' Resistance to the Influence of Others' Opinions on Their Career Decisions

Choice	Frequency	Percentage
Agree	40	38.10%
Neutral	29	27.62%
Disagree	36	34.28%
Total	105	100%

From Table (30), it is evident that 38.10% of the respondents acknowledge that they do not allow others' opinions to influence their career decisions. By contrast, 34.28% of the respondents admit that others' opinions do influence their decisions, while 27.62% report neutrality on this matter.

Table 31: Students' Belief that Chance Determines Their Career Choice

Choice	Frequency	Percentage
Agree	42	40%
Neutral	29	27.62%
Disagree	34	32.38%
Total	105	100%

Table (31) reveals that 40% of respondents believe that chance plays a decisive role in determining their future career. On the other hand, 32.38% of respondents disagree with this view, while 27.62% remain neutral.

Table 32: Students' Perceived Difficulty in Determining the Appropriate Career Field

Choice	Frequency	Percentage
Agree	38	36.19%
Neutral	30	28.57%
Disagree	37	35.24%
Total	105	100%

As illustrated in Table (32), 36.19% of respondents acknowledge facing difficulties in identifying the career field most suitable for them. Conversely, 35.24% report no such difficulty, whereas 28.57% remain neutral.

Table 33: Students' Preference for Office Work with Fixed Working Hours

Choice	Frequency	Percentage
Agree	80	76.19%
Neutral	14	13.33%
Disagree	11	10.48%
Total	105	100%

Table (33) demonstrates that 76.19% of respondents prefer office-based work with fixed working hours. Meanwhile, 13.33% adopt a neutral stance, and 10.48% express a preference against this type of work.

Table 34: Students' Inclination Toward Careers that Involve Solving Others' Problems

Choice	Frequency	Percentage
Agree	51	48.57%
Neutral	31	29.52%
Disagree	23	21.90%
Total	105	100%

Table (34) indicates that 48.57% of respondents show a preference for careers that enable them to solve others' problems. In comparison, 29.52% report neutrality, while 21.90% indicate that they are not inclined toward such careers.

Table 35: Students' Commitment to Choosing Careers that Fulfill Their Aspirations

Choice	Frequency	Percentage
Agree	66	62.86%
Neutral	14	13.33%
Disagree	25	23.81%
Total	105	100%

According to Table (35), 62.86% of respondents are committed to selecting a career path that fulfills their personal aspirations. Conversely, 23.81% report that they do not prioritize career choices based on aspirations, while 13.33% remain neutral.

Table 36: Students' Preference for Careers that Bring Fame

Choice	Frequency	Percentage
Agree	28	26.67%
Neutral	07	06.67%
Disagree	70	66.66%
Total	105	100%

Table (36) shows that 66.66% of respondents disagree with the idea that careers associated with fame are the best. Meanwhile, 26.67% express agreement with this notion, and 6.67% remain neutral.

Table 37: Students' Persistence in Their Career Decisions, Even if Inappropriate

Choice	Frequency	Percentage
Agree	39	37.14%
Neutral	26	24.76%
Disagree	40	38.10%
Total	105	100%

Table (37) reveals that 38.10% of respondents state that they would retract a career decision if it proves unsuitable. Conversely, 37.14% of respondents report that they would persist in their decision, even if it were inappropriate, while 24.76% remain neutral.

Third: General Findings of the Study:

After addressing and discussing the study's hypotheses, the findings reveal that school and career guidance play a pivotal role in enabling students to make appropriate career decisions. According to the responses, 52.38% of participants indicated that they are keen on consulting specialists before making career-related decisions, while 59.05% expressed concerns about securing employment opportunities after graduation.

Furthermore, the results demonstrate that 63.81% of respondents acknowledged their interest in obtaining reliable information about various professions from trustworthy sources. Similarly, 68.57% confirmed that they actively collect accurate information regarding their professional future.

As highlighted in Table (09), a significant proportion (83.81%) of respondents reported feelings of confusion and hesitation when selecting their future professions, as well as discomfort regarding their professional prospects, particularly in light of the widespread phenomenon of unemployment in Algerian society. Despite these concerns, 60% of respondents expressed a preference for relying on themselves when choosing the career path that suits them.

The data further underscore the contribution of students' academic and cognitive preparedness to making sound career decisions. According to Table (14), 53.33% of respondents stated that university education enables them to access better jobs and professional opportunities. Nevertheless, 51.43% admitted to encountering difficulties when selecting their future professions. Importantly, 70.48% agreed that their university specializations qualify them for the professions they desire—provided that employment opportunities are available after graduation.

Table (20) illustrates that 63.81% of respondents pay close attention to their professional inclinations when making career choices. They also recognize a clear connection between their academic specialization and the professional project they aspire to build. In addition, 52.38% emphasized the importance of allowing themselves sufficient time before making a final career decision.

The study also highlights the central role of students' personal interests in shaping their career decisions. As evidenced by Table (25), 83.81% of respondents believe that every individual is capable of identifying their own future professional ambitions. Moreover, 73.33% reported prioritizing professions that ensure a satisfactory income, regardless of the nature of the work.

According to Table (29), 59.05% of respondents indicated a preference for pursuing careers that are consistent with their personal interests and that they enjoy practicing. This tendency aligns with their strong inclination toward office jobs with fixed working hours (76.19%). Additionally, 62.86% confirmed their commitment to selecting professions that allow them to achieve their aspirations, rather than merely choosing careers that bring fame—a perspective rejected by 66.66% of respondents.

Recommendations and Suggestions:

In light of the findings obtained, the researchers put forward the following recommendations:

- Greater attention must be given to students' professional inclinations during the guidance process, taking them into account as a fundamental factor in career orientation. At present, orientation largely follows an automatic mechanism based on academic grades: top-ranking students are placed according to their preferences, while the remaining students are directed toward available pedagogical seats.
- Higher education and scientific research authorities should be urged to establish specialized units within universities, staffed by qualified academic and career counselors. These units would support students in developing their academic and career projects, particularly given the current absence of such structures, with orientation efforts limited mainly to open days and information sessions.
- The role of career guidance counselors in educational institutions must be strengthened in order to assist students in refining their academic and professional choices, thereby ensuring stronger academic alignment. This is especially vital because students are often faced with multiple academic and professional options without adequate knowledge, leaving them vulnerable to confusion and uncertainty about which path is most appropriate.

IV- Conclusion:

In conclusion, the findings clearly demonstrate that professional inclinations serve as the cornerstone of sound career decision-making among university students. Students' energies and aspirations are most effectively directed toward fields that align with their interests and abilities, which significantly enhances their chances of achieving both professional success and job satisfaction in the future.

Recognizing one's professional inclinations is not a luxury but rather an educational and psychological necessity that empowers students to make deliberate, well-informed choices regarding their academic and professional trajectories. This underscores the urgent need for universities to provide a supportive environment that integrates both career guidance and psychological counseling. Such support enables students to explore their potential, define their career goals with clarity, and pursue them with determination and confidence.

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