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The Relationship between University Students' Future Career Anxiety and Psychological Security
The Case Study of Social Sciences Students at Khemis Miliana University

قلق المستقبل المهني لدى الطالب الجامعي وعلاقته بالأمن النفسي

دراسة في عينة من طلبة كلية العلوم الاجتماعية جامعة خميس مليانة

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Abstract:

This study aimed to explore the relationship between students' future career anxiety *and* psychological security *according to the specialities of* 'Guidance and Counselling' *and* 'Crime and *Delinquency'. To achieve this aim, a sample of 120 third-year undergraduate students from the Faculty of Social Sciences at Khemis Miliana University-Algeria, was randomly selected. Using the descriptive-analytical method and applying the Future* Career Anxiety Scale *developed by Souhila Ahmadi (2015) and the* Psychological Security Scale *designed by Zeinab Shuqair (2005), the hypotheses were statistically tested using the SPSS software. The findings revealed a statistically significant correlation between future career anxiety and psychological security among the students. They also showed that there were no statistically significant differences in career future anxiety attributed to speciality, while they existed in psychological security. Therefore, the researcher recommends enhancing the university students' sense of psychological security through awareness programs within academic, media, and family environments.*

Keywords: Anxiety; Future Career; Psychological Security; University Student.

ملخص:

هدفت الدراسة إلى كشف كل من العلاقة والفروق الإحصائية بين قلق المستقبل المهني والأمن النفسي حسب متغير التخصص (إرشاد وتوجيه، الجريمة والانحراف) لدى عينة عشوائية من طلبة السنة الثالثة ليسانس بكلية العلوم الاجتماعية جامعة خميس مليانة بالجزائر. وباتباع المنهج الوصفي التحليلي، وتطبيق مقياس قلق المستقبل المهني لسهيلة أحمادي (2015)، ومقياس الأمن النفسي لزينب شقير (2005) على 120 طالبا، ثم اختبار الفرضيات إحصائيا باستخدام

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برنامج (SPSS)، توصلت الدراسة إلى وجود علاقة ارتباطية ذات دلالة إحصائية بين قلق المستقبل المهني والأمن النفسي لدى الطلبة، بينما عدم وجود أي فروق دالة إحصائيا في قلق المستقبل المهني تعزى لمتغير التخصص لديهم، مع وجود فروق دالة إحصائيا في الأمن النفسي تعزى لمتغير التخصص. ومنه توصي الباحثة بتعزيز شعور الأمن النفسي لدى الطالب الجامعي من خلال برامج التوعية عبر المحيط الأكاديمي والإعلامي، والأسري كذلك.

الكلمات المفتاحية: *القلق؛ المستقبل المهني؛ الأمن النفسي؛ الطالب الجامعي.*

Introduction

Nowadays, human beings are witnessing several changes in all aspects of life. They also face many situations that can cause psychological disturbances, increase their level of anxiety, and even threaten their lives due to anticipated events or their inability to overcome thoughts about the future. If a person's ambition is to achieve a promising future, they need to secure a professional future through the degrees and ranks they attain. Therefore, higher education represents one of the most important stages in a student's life as it is the first step they take toward the future and the world of work.

Considering the future may cause students to feel anxious due to the fear of academic failure and the difficulty in finding employment, especially given the high rate of unemployment in our country. This anxiety inevitably affects the student's academic achievement and the degree of psychological security they should enjoy. Thus, future career anxiety has a direct impact on psychological security, as well as on the situations and pressures that students face in their psychological, social, and academic lives, leading to tension, fear, and pessimism.

Many studies indicated that the university students' concerns about the future impact the nature of their thinking and the crucial decisions they make in life. This has led psychologists to link students' anticipation of the future with either a progressive or regressive outlook (Jabr. 2013 .p50). On the other hand, future career anxiety may lead to failure in achieving goals and complex negative effects, such as dissatisfaction with life, low self-confidence, and difficulty in social participation. (Mekheimar, Ben Mohamed. 2001 .p125)

Studies have also demonstrated a strong correlation between university students' anxiety and psychological security and their psychological states and personality traits, such as stability and balance, future ambition, mental health, fear, creativity, pessimism, flexibility in dealing with various life situations, sense of belonging, and the ability to build successful social relationships.

Research has further linked these factors to other variables, including gender, marital status, and environment. However, university students' future career anxiety is directly related to the variable of academic speciality, whether chosen by the student or assigned administratively. Therefore, it should be taken into consideration when examining the relationship between anxiety and psychological security.

In this context, the present study aims to explore the relationship between university students' future career anxiety and psychological security, based on the variable of academic speciality. The research was conducted on a sample of third-year undergraduate students from the Faculty of Social Sciences at Khemis Miliana University.

The research work seeks to answer the following questions:

- Is there a statistically significant correlation between third-year undergraduate students' future career anxiety and psychological security, attributed to the speciality of Educational Sciences, Guidance and Counselling, Sociology of Crime and Delinquency?
- Are there statistically significant differences in third-year undergraduate students' future career anxiety attributed to the speciality of Guidance and Counselling, Crime and Delinquency?
- Are there statistically significant differences in third-year undergraduate students' psychological security attributed to the speciality of Guidance and Counselling, Crime and Delinquency?

Based on the research questions, we formulated the following hypotheses:

- There is a statistically significant correlation between future career anxiety and psychological security among third-year undergraduate students specialising in Educational Sciences, Guidance and Counselling, and Sociology of Crime and Delinquency.
- There are statistically significant differences in future career anxiety among third-year undergraduate students specialising in Educational Sciences, Guidance and Counselling, and Sociology of Crime and Delinquency.
- There are statistically significant differences in psychological security among third-year undergraduate students specialising in Educational Sciences, Guidance and Counselling, and Sociology of Crime and Delinquency.

To answer these questions and test the hypotheses related to students' future career anxiety, psychological security, and the mediating variable of speciality, a field study was conducted on a random sample of 120 students from the Faculty of Social Sciences at Khemis Miliana University. We applied the Future Career Anxiety Scale developed by Souhila Ahmadi (2015) and the Psychological Security Scale proposed by Zeinab Shuqair (2005). We employed a descriptive method and analysed data using SPSS software, through the calculation of the mean, standard deviation, Pearson correlation coefficient, and independent samples t-test. Based on these analyses, we discussed the results and made the recommendations.

1. Operational Definition of the Study Concepts

1.1. Definition of Future Career Anxiety

Future career anxiety is a state of tension and pessimism that university students experience due to the fear of limited job opportunities after graduation. This anxiety is reflected in their fear of unemployment and feelings of frustration. Operationally, it refers to the score that the student, who specialised in Educational Sciences, Guidance and Counselling, or Sociology of Crime and Delinquency, obtains on the Future Career Anxiety Scale developed by Souhila Ahmadi in 2015, which is applied in the current study.

1.2. Definition of Psychological Security

Psychological security is the student's feeling of stability and freedom from fear and anxiety, which enables them to fulfil their needs, recognise their abilities, and become more adaptable to themselves and to society. Operationally, it refers to the score that the student, who specialised in Educational Sciences, Guidance and Counselling, or Sociology of Crime and Delinquency, obtains on the Psychological Security Scale developed by Zeineb Shuqair in 2005, which is applied in the present study.

2. Previous Studies and the Research Gap

2.1. Previous Studies

-Al-Okachi's Study (2000): It was entitled, "The Level of Future Anxiety among University Students." It aimed to identify the level of future anxiety among students according to the variables of gender, speciality, and residence (rural or urban). The researcher designed a special scale for measuring future career anxiety. The sample consisted of 230 graduating students from Al-Mustansiriyah University, Iraq. The data were statistically analysed using Pearson's correlation coefficient, the t-test, and three-way analysis of variance

(ANOVA). The results showed that the mean scores of university students' future career anxiety were significantly higher than the hypothetical mean of the scale. They also unveiled statistically significant differences between future career anxiety and gender, in favour of female students, and residence. (Al-Faid Maham, Dheifallah. 2000)

-Zeineb Shuqair's Study (2005): It was entitled "Sources of Psychological Stress and Future Anxiety among Graduating Students." It aimed to identify the nature of the relationship between sources of psychological stress and future career anxiety among graduating students. It also investigated the differences between male and female students in future career anxiety at Laghouat University. The sample consisted of 125 students aged between 20 and 37 years. The results indicated differences in terms of future anxiety between genders and students' scientific and literary fields. (Shalhoub Doaa et al. 2016)

-Al-Omari and Al-Salman's Study (1996): It aimed to measure and analyse the degree to which the need for psychological security is fulfilled among Jordanian universities' teachers. It also sought to identify its relationship with other variables, such as gender, experience, academic rank, speciality, and ethics. The study was conducted on 283 Jordanian doctors of various ranks, including Assistant and Associate Professors, as well as public university teachers. The sample was selected randomly, and Maslow's Scale for Psychological Security and Insecurity was used. The results showed that the level of psychological security among Jordanian universities' teachers was moderate (5.20). They also revealed statistically significant differences in psychological security attributed to speciality, academic rank, and experience. (Mekheimar Hichem, Ben Mohamed Ibrahim. 2013)

-Messaoudi Meriem's Study (2019): It was under the title, "Measuring the Level of Psychological Security among a Sample of Students at El-Oued University". It aimed to measure the differences in psychological security based on the variables of gender, speciality**,** and educational level. To achieve the study's objectives, the descriptive method was adopted, and a sample of 120 university students was selected through stratified random sampling with equal distribution from the Faculties of Social Sciences and Science and Technology at El-Oued University in the academic year 2019. The data was collected using the Psychological Security Scale. The findings revealed a moderate level of psychological security among the students, with no statistically significant

differences based on gender or speciality. However, significant differences existed according to the educational level. (Ahmadi, Salmi. 2005)

-Nabila Bouafia's and Abdelkrim Maamoun's Study (2015): It was entitled, "The Relationship between Psychological Security and Future Anxiety among Unemployed Young People in Ouargla in Light of Cultural Level (High–Low) and Duration of Unemployment (Long–Short)." It was a descriptive method, in which the researchers used the Psychological Security and the Future Anxiety Scales on a purposive sample of 50 unemployed youths. The results revealed a statistically significant inverse correlation between psychological security and future anxiety among unemployed youth. They also found statistically significant differences in both psychological security and future anxiety scores according to the cultural level (high–low) and the duration of unemployment (long–short). (Bouafia Nabila, Maamoun Abdelkrim. 2015.p106)

-Polanski's Study (2005): Entitled "The Level of Future Career Anxiety among Medical Students." It aimed to determine the level of future career anxiety among medical students in Poland, based on a sample of 1,992 final-year medical students. The results showed that 81% of the students were highly anxious regarding their future career. (Al-Mqbali Ali et al. 2020 .p25)

-Fatil Reddy's Study (2014): Entitled "Professional and Non-Professional Students' Psychological Security in Light of the Variables of Gender, Marital Status, and Place of Upbringing (Rural vs. Urban)." The sample consisted of 30 male and female students. The results showed that professional students felt more psychologically secure than non-professional ones. Moreover, married students had higher psychological security than unmarried ones, and male students reported higher levels of psychological security than female ones. They also revealed that students from urban backgrounds had a greater sense of security compared to those from rural backgrounds. M'Hamid Chaker, Mohamed Ibrahim. (2007).

2.2. The Research Gap

The previous studies examined the variables of future career anxiety and psychological security and their relationships with other factors. All of them adopted the descriptive method, which is consistent with the current study, and focused on university students as samples. These studies also shared the finding that students experience a form of anxiety about their future. Previous research primarily concentrated on the gender variable, while the present study

emphasises the variable of speciality. Therefore, the current study is significant as it explores the relationship between university students' future career anxiety and psychological security based on the variable of speciality.

3. Research Methodology

3.1. Research Method

As the study aimed to identify the relationship between third-year undergraduate students' future career anxiety and psychological security, we selected the correlational descriptive method.

3.2. Research Population

The population of this study consists of 442 third-year undergraduate students, enrolled in the academic year 2024/2025, from the Departments of Psychology and Educational Sciences (Guidance and Counselling speciality) and Sociology (Crime and Delinquency speciality) at Djilali Bounaama University of Khemis Miliana.

Table 1: The research population distribution according to speciality

Speciality	Number	Percentage (%)
Guidance and Counselling	207	46%
Sociology	253	54%
Total	442	100%

Source: Statistics of the Faculty of Social Sciences, University of Khemis Miliana

From Table 1, we observed that the number of students specialising in Guidance and Counselling was 207, representing 46% of the total. We also noted that the number of Sociology students reached 235, representing 54%.

3.3. Sampling

The study sample consisted of 80 male and female students from Djilali Bounaama University of Khemis Miliana. They were selected using the simple random sampling method from the research population. The table below shows the distribution of participants based on their speciality.

Table (2): Distribution of the Participants According to Speciality

Speciality	Number	Percentage (%)
Guidance and Counselling	40	50%
Crime and Delinquency	40	50%
Total	80	100%

Source: Prepared by the researcher using the SPSS software

As seen in Table 2, the percentage of students specialising in Guidance and Counselling was 50%, which is the same as that of Sociology students, 50%.

3.4. Research Tools (Scales)

3.4.1. Future Career Anxiety Scale

The Future Career Anxiety Scale was developed by Ahmadi Souhila and Salmi Messaouda (2015) after they had reviewed several previous studies, including those of Ayham Al-Faghouri (2007), Al-Mechaifi (2009), and Ghaleb Al-Chargui Ahmed (2011). The scale consists of 38 items distributed across four dimensions, as shown in the following table:

Table (3): Dimensions of the Future Career Anxiety Scale

Number	Dimensions	Item Numbers	Number of Items
01	Negative Thinking about the Future	2- 11 -19 -23 -25- 27-31-38	08
02	Thinking about the Study and Speciality	12- 15- 17- 21- 24- 29- 35	07
03	Possibility and Importance of Finding a Job	4-5-6 -9 -13 -16- 20 – 22- 26- 30- 32- 33	13
04	Achieving Family and Social Stability	1-7- 10- 14- 18- 28- 34- 36	08

Source: Prepared by the researcher using the SPSS software

a. Internal Consistency Validity of the Scale

The internal consistency validity of the scale was measured by calculating the correlation coefficients between the participants' scores on the dimensions of Future Career Anxiety and their total scores on the scale. The results are presented in the following table:

Table (4): Correlation Coefficients between Participants' Scores on the Dimensions of Future Career Anxiety and their Total Scores on the Scale (Significance Level 0.01)

Dimensions	Negative Thinking about the Future	Thinking about the Study and Speciality	Possibility and Importance of Finding a Job	Achieving Family and Social Stability
Total Score on the Future Career Anxiety Scale	0.64	0.77	0.84	0.76

Source: Prepared by the researcher using the SPSS software

It is clear from the table above that the correlation coefficients between participants' scores on the dimensions of Future Career Anxiety and their total scores on the scale are statistically significant at the 0.01 level. These

coefficients range from the lowest value (0.64) to the highest one (0.84). This statistical significance indicates internal consistency within the scale, confirming that the items effectively measure what was intended to be assessed; thus, the scale is valid.

b. Reliability of the Scale

To test the reliability of the scale, Cronbach's Alpha coefficient was applied, as this formula is suitable for participants' responses to the scale items using a five-point Likert scale. The following table presents the reliability coefficient value for the scale.

Table (5): Cronbach's Alpha Reliability Coefficient for the Future Career Anxiety Scale

	Reliability Coefficient Value
Total Score of the Future Career Anxiety Scale	0.83

Source: Prepared by the researcher using the SPSS software

The Cronbach's Alpha value in the whole scale is 0.83, indicating that it has a good degree of reliability.

3.4.2. Psychological Security Scale

The Psychological Security Scale, developed by Zeinab Shuqair (2005), was adopted. It consists of 54 items designed to measure the extent to which students feel psychologically secure. This scale is a standardised and objective tool used to assess psychological security among various groups. It is based on Maslow's dimensions of psychological security, and for each dimension, there are corresponding items that reflect the feeling of insecurity. The scale includes the following aspects:

- The individual's feeling that others accept, love, and treat them with warmth and affection.
- The individual's sense of belonging and awareness of their value within the group.
- The individual's feeling of safety and reassurance, along with reduced feelings of danger, threat, and anxiety.

Table (6): Distribution of Psychological Security Scale Items by Dimensions

Dimensions	Items
The Individual's Formation and Vision of the Future	1- 2- 3- 4- 5- 20- 21- 23- 24- 25- 26- 27- 28
Individual's General and Professional Life	6- 7-8- 9-10- 11- 12- 13- 14- 29- 30- 31- 32- 33- 34-35-36-37
Individual's Mood State	38- 39- 40- 41- 42- 43- 44- 45- 46- 47
Social Relations and Interaction	15- 16- 17- 18- 19- 48- 49- 50- 51- 52- 53- 54

Source: Prepared by the researcher using the SPSS software

a. Internal Consistency Validity

The internal consistency validity of the scale was checked by calculating the correlation coefficients between participants' scores on the dimensions of psychological security and their total scores on the scale. The results are presented in the following table:

Table (7): Correlation Coefficients between Participants' Scores on the Dimensions of Psychological Security and their Total Scores on the Scale (Significance Level 0.01)

Dimensions	Psychological Security Related to the Individual's Formation and Vision of the Future	Psychological Security Related to the Individual's General and Professional Life	Psychological Security Related to the Individual's Mood State	Psychological Security Related to Social Relations and Interactions
Total Score on the Psychological Security Scale	0.61	0.86	0.81	0.85

Source: Prepared by the researcher using the SPSS software

It is clear from the table above that the correlation coefficients between participants' scores on the dimensions of psychological security and their total scores on the scale are statistically significant at the 0.01 level. The coefficients range from 0.61 to 0.86, which indicates internal consistency validity. This confirms that the scale items measure what was intended to be assessed. Thus, the scale is valid.

b. Reliability of the Scale

This formula was selected based on the participants' responses to the scale items using a five-point Likert scale. The following table presents the reliability coefficient value for the scale.

Table (8): Cronbach's Alpha Reliability Coefficient for the Psychological Security Scale

	Reliability Coefficient Value
Total Score of the Psychological Security Scale	0.88

Source: Prepared by the researcher using the SPSS software

The Cronbach's Alpha value in the whole scale is 0.88, indicating that the scale has a good degree of reliability. Based on this, it can be concluded that the scales of both Future Career Anxiety and Psychological Security are valid and suitable for application to the study sample. Therefore, the results obtained from these instruments can be considered trustworthy and dependable.

4. Discussion and analysis of results

4.1. Testing the First Hypothesis Results

The hypothesis is: "There is a statistically significant correlation between university students' future career anxiety and psychological security." To test this hypothesis, the Pearson correlation coefficient was calculated between the sample's scores on future career anxiety and their scores on psychological security. The results are presented in the following table:

Table (09): Pearson Correlation Coefficient of Students' Scores in Future Career Anxiety and Psychological Security

Variables	Pearson Correlation Coefficient	Sig.Value	Statistical Significance
Future Career Anxiety / Psychological Security	0.23	0.03	Statistically significant at the 0.05 level Since 0.01 < sig < 0.05

Source: Prepared by the researcher using SPSS software

As observed in the table above, there is a statistically significant correlation at the 0.05 level between the scores of the sample in future career anxiety and psychological security. The Pearson correlation coefficient value (0.23) indicates a negative and weak relationship between the two variables. This means that students' future career anxiety is inversely related to their level of psychological security; that is, as psychological security increases, future career anxiety decreases, and vice versa. Therefore, the first hypothesis is confirmed.

This result can be interpreted as the feeling that future career anxiety stems from the lack of sufficient psychological security, due to emerging factors that increase future anxiety within society, such as limited job opportunities, low income, decline in moral values, and the collapse of many traditional norms that helped individuals solve their problems. Students' Future career anxiety may also be attributed to the lack of university specialities that keep pace with current developments, the insufficiency of speciality courses to understand the labour market, the inadequacy of training programs, or the lack of financial resources to support entrepreneurial ideas. Individuals who enjoy happiness, tranquillity, and security anticipate a bright future without focusing on obstacles; instead, they prepare themselves to occupy positions that match their abilities and aspirations. Moreover, family upbringing and the role of parents in

encouraging their children to work hard in pursuit of careers that ensure comfort and stability play a crucial role in reducing students' future career anxiety.

The result of this hypothesis is consistent with the findings of Touati Ibrahim Aissa (2014), which revealed a negative statistically significant correlation between university students' psychological security and alienation. It also aligns with the study of Nabila Bouafia and Abdelkrim Maamoun, which found a negative statistically significant correlation between unemployed youths' psychological security and future career anxiety.

4.2. Testing the Second Hypothesis Results

The hypothesis is: "There are statistically significant differences in future career anxiety among third-year undergraduate students specialising in (Crime and Delinquency, Guidance and Counselling)." To test the validity of this hypothesis and determine the significance of the difference between the mean scores of university students in future career anxiety, an independent samples t-test was applied. The results are displayed in the table below:

Table (10): The Difference between the Mean Scores of Speciality in Future Career Anxiety

Variable	**Sociology Sample (n= 40)**		**Guidance and Counselling Sample (n= 40)**		***t*-test**	**Sig. Value**	**df**	**Statistical Significance**
Future Career Anxiety	Mean (M)	SD (σ)	Mean (M)	SD (σ)	-1.88	0.06	78	Not statistically significant
	79.47	10.31	83.87	10.54				

Source: Prepared by the researcher using SPSS software

We marked in the table above that the t-value for the independent-samples test is 1.88, which is not statistically significant. As the estimated p-value (sig) = 0.06 is greater than 0.05, we conclude that there are no statistically significant differences between the mean scores of Sociology students and those of Guidance and Counselling students in future career anxiety. In other words, there are no statistically significant differences in the level of future career anxiety among university students attributed to the variable of speciality; therefore, the hypothesis is not accepted.

This result may be linked to the economic crises experienced by many developing countries, including unemployment and health problems, which have led to anxiety and psychological disturbances. It can also be related to the

absence of statistically significant differences in future career anxiety among the sample group attributed to speciality, as they are all experiencing a common stage characterised by sensitive physical and psychological traits. Consequently, they share similar circumstances, problems, and pressures.

The absence of differences in future career anxiety may also be explained by the fact that the students are near graduation, which leads them to a similar level of concern regarding their future careers and fear of not finding a job, effectively placing them in the same category as unemployed individuals. This result can also be related to the training that third-year undergraduate students receive from competent teachers, in addition to the provision of appropriate facilities and programs that support both specialities. The educational counsellor plays an active role in raising students' awareness to help them avoid the social crises they may face.

The result of this hypothesis aligns with the findings of Al-Okachi (2000), which indicated no differences in future career anxiety attributed to speciality. However, it contrasts with the study by Zeineb Shuqair, which found significant differences between specialities in future career anxiety.

4.3 Testing the Third Hypothesis Results

The hypothesis is: "There are statistically significant differences in psychological security among third-year undergraduate students specialising in (Crime and Delinquency, Guidance and Counselling)." To verify this hypothesis and determine the significance of the difference between the mean scores of university students in psychological security, the independent-samples t-test was applied. The results are shown in the following table:

Table (11): Differences between the Mean Scores of Specialities in Psychological Security

Variable	**Sociology Sample (n= 40)**		**Guidance and Counselling Sample (n= 40)**		***t*-test**	**Sig. Value**	**df**	**Statistical Significance**
Psychological Security	Mean (M)	SD (σ)	Mean (M)	SD (σ)	-2.51	0.01	78	statistically significant at the level of 0.05
	94.97	14.79	104.62	18.99				

Source: Prepared by the researcher using SPSS software

Based on the table above, we observed that the t value for the independent-samples test is -2.51, which is statistically significant at the 0.05 level, as the p-

value (sig = 0.01) is less than 0.05. Therefore, we deduce that there are statistically significant differences between the mean scores of Sociology students and Guidance and Counselling students in psychological security. In other words, there are statistically significant differences in psychological security among university students attributed to speciality. The mean score of Guidance and Counselling students in psychological security is 104.62, with a standard deviation of 14.79, indicating that the differences favour Guidance and Counselling students. Thus, the third hypothesis is confirmed.

This result can be explained by the fact that Guidance and Counselling students enjoy psychological security, which reflects the benefits of their speciality on their personal lives and mental well-being due to their engagement with psychology. They possess a psychological resilience that allows them to experience comfort and tranquillity, solve their personal and social problems, develop their personalities, and acquire the skills needed to address psychological, social, and personal issues. As a result, this supports their emotional stability and helps them in planning and problem-solving.

Moreover, this speciality enables students to explore and enhance their educational, professional, and psychological potential, thereby achieving optimal personal happiness and social benefit. Furthermore, it emphasises providing conditions that support the student's healthy social and emotional development, and positively affect their personalities and daily lives. As for the speciality of Crime and Delinquency, students may not feel psychologically secure due to their training, which equips them with an understanding of societal problems. This awareness may lead to pessimism, especially given the prevalence of crime that causes fear and threatens their psychological security.

The result of this hypothesis aligns with the findings of Al-Omari and Al-Salman(1996) and Messaoudi Meriem (2019), who reported differences in psychological security and speciality. However, it contrasts with the study of Ahmed Ibrahim Al-Radhi (2010), which found no differences between speciality and psychological security.

. Conclusion

The future represents a valuable part of a student's life, as it allows them to discover their ambitions, set plans for their future projects, and become familiar with the world of work. However, considering the future too much can lead to stress, a decline in psychological security, and an inability to take initiatives or

plans effectively. Therefore, psychological security is a crucial aspect of an individual's life, especially for university students, as it reflects their ability to adapt psychologically and socially and to cope with life's pressures, whether in their environment or academic setting.

The results of this fieldwork can be summarised as follows:

- There is a statistically significant correlation between future career anxiety and psychological security among third-year undergraduate students in the Faculty of Social Sciences.
- There are no statistically significant differences in future career anxiety, attributed to the specialties of Guidance and Counselling and Crime and Delinquency, among third-year undergraduate students in the Faculty of Social Sciences.
- There are statistically significant differences in psychological security, attributed to the specialties of Guidance and Counselling and Crime and Delinquency, among third-year undergraduate students in the Faculty of Social Sciences.

Based on the obtained results, we recommend the following measures:

- Educational institutions, cultural associations, and media should pay attention to young people's needs, work to reduce their fears, and help them plan for their future.
- Increasing care and support for university students within the family and society to enhance their level of psychological security.
- Strengthening university curricula with guidance and psychological awareness activities to promote psychological security and reduce students' future anxiety.

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