

**Social representations for the future work for the university student: A field study on a sample of female students coming to graduate at the Sharif Bouchoucha Aflou University Center****Brahmi Belkacem<sup>1</sup>, Salhi Elhocine<sup>2</sup>, Gherbi Khaled<sup>3</sup>**<sup>1</sup>Doctor, University Center Cherif Bouchoucha Aflou Institute of Humanities and Social Sciences- (Algeria). [Email: b.brahmi@cu-aflou.edu.dz](mailto:b.brahmi@cu-aflou.edu.dz)<sup>2</sup> Doctor, University of Eloued - Faculty of social sciences (Algeria).  
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**Abstract :**

The study sheds light on the social representations of future work among female university students who are about to graduate at the Cherif Bouchoucha Aflou University Center. The study dealt with the factors affecting the formation of female students' perceptions of the future career, with a focus on the impact of economic factors, the role of the family, especially parents, and the educational level of the father.

The results also showed the importance of family discussion in enhancing the professional perception of female students, and the motivations emerged Economic and self-realizing ambition as key factors to enter the labor market. It was also noted that there were a decline in job opportunities in the studied disciplines, and that some female students were turning to alternative vocational professions due to unemployment. The study confirmed that the student's future career perception is crystallized early since she enters the university, and is greatly influenced by the surrounding environment and family roles. The research concluded that the social representations of work among female students are often positive and are associated with the pursuit of independence and effective participation in society.

**Keywords:** Social representations, Female University Students, Future work, family.**Introduction**

The subject of social representations is of interest to many scientists and researchers in various humanities and social sciences because of its added value in the development of science, in addition to that taking into account this concept leads to the development of knowledge.

Social representations are the main guide of social practices and constitute a set of perceptions and approaches that people make about their daily lives. All societies aspire to ensure a better life for their members in various fields, but in light of globalization, we find that every society must keep pace with the strong regimes and the changes they have adopted in various fields, including the field of work. Here it comes back to us to look at women who broke into large numbers of fields of work and production, and who were able to put for themselves an undeniable reality or indifference to it. After the issue of going out to work, which was not a new thing because the extension The historical history of her role throughout the ages testifies to this, we find that the proportion of female workers around the world is increasing significantly, and this is due not only to their increasing needs and economic and financial pressures, but also to their desire to achieve distinguished personal independence. Algeria, like all countries, has witnessed a strong entry of women in the field of work in various regions and at all levels and encouraged them through equality with men in various decrees, legal legislation and political discourse, in order to empower women and consider them an integral part of the state's plans. Accordingly, the percentage of female workers in the public service in Algeria reached 31.5%. Through the diversity of future options for women's work in general and university students in particular, there are those who turn to the traditional model of the family. There are those who go to work in the government sector, the private sector or in the field of education as the desired sector for women or in other professions, and therefore the university student in this situation lives in a transitional situation in which she faces many perceptions towards her vision for the professional and marital future.

From this standpoint, we ask the general question:

– **How do social representations contribute to painting a picture of the future work of a university student?**

**Sub-questions:**

1. What are the contributing factors in shaping a university student's perceptions of a future career?
2. Does the family influence the university student's perceptions of the work sectors?

**i. Study hypotheses**

1. The economic factors surrounding the university student contribute to shaping her representations of her future work.
2. The family influences the university student's perceptions of the employment sectors.

**ii. Relevance of the topic**

The importance of this study is due to the importance of women in themselves as they represent half of society and one of its pillars alongside men, and the fact that women constitute an important party in the process of change due to the increase in the percentage of educated, educated and working women in various fields in Algeria, as well as highlighting one of the institutions of society, which is the university and the fact that the study addresses a social issue related to the student as well as the labor market Many students about their fate in the future.

**iii. Objectives of the study**

There is no work or scientific research carried out by the researcher unless he has goals and objectives to aspire to, so we aim behind this study to:

- Answer the questions of the study.
- Scientifically reviewing the university student's perceptions in the labor sector in order to provide a sociological analysis closer to reality and try to reach a clear interpretation.

**iv. Define study concepts**

One of the main premises of any scientific research in the humanities and social sciences is that the researcher determines the concepts of the study through the meanings and connotations that he intends behind its use and formulation in an accurate and clear scientific formulation, with the aim of removing confusion and ambiguity in the reader and helping him to understand the meanings and ideas to be expressed, and among the most prominent concepts on which the current study is based are the following:

**1. Social Representation**

**Language:** Representations of representation represent any perception of it, or personalization of it.

It is said to represent the thing that has no evolution and personalization of it.

It is said to represent a thing that is, a perception like it.

It is said to represent the thing, i.e. hit by it, for example.

And we say represent something that resembles it.) (Motard, 1973, p.746)

**Idiomatically:** By virtue of the fact that social representations are not a transcendent tribal given, but in contact with it, they are formed within a social context necessarily governed by a pattern of relationships and actions emanating from the social act. From this point of view, social representations are closely linked to the positions occupied by actors in society, economy and culture, they are formed by formulating their content, in their stability and change and fall within a specific pattern in which the individual occupies an active social, economic and cultural affiliation, the social feature of the representations comes from the social conditions of the context. Which allows us to subject them to sociological analysis as a product of the effects of the social system and the effectiveness of the individual because they are unique among them at the levels of appearance and meaning and therefore each image declared a hidden semantic pattern and therefore the representations are a set of ideas and values that unite all members of society. (Khalil,p.141)

To identify social representation, it is necessary to refer to the real discoverer of this concept, Emile Durkheim is the first to address the concept of social representation, which emphasized the social role of thought, as he says, "Man belongs to a society and this social life is all made up of representations, the states of collective consciousness are of another nature compared to the states of individual consciousness, so it is not important to know the way the thinker individuality represents an institution."

For Durkheim, social representation is a common concept among the members of the group in which there is a process of affiliation and participation, social representation is homogeneous and permanent that brings the members of the group closer and maintains ties between them, representation is common and perceived in a collective way, which gives him the right to permanence and the power of consideration.

Durkheim considers social representation a collective crop: "If social representation is common to all, it is because it is a collective author, since it bears the imprint of any particular intelligence, it means that it is done by a unique intelligence, in which all other people meet and from which they feed."

Social representation is a social construct of communication between individuals, exchange and social interaction, a product co-created by individuals belonging to the same community and knowledge shared by a group of people with the same reference parameters. (Malika,p.14)

**2.Working women:** There are many definitions of women working outside the home by sociologists, each knew through the angle that Braha suitable for his study, it was defined by Camelia Abdel Fattah in her book "The psychology of working women" that "who works outside the home and gets paid for her work and she performs two jobs in life the role of a housewife and the role of the employee."

This definition dealt with the working woman through her role as a housewife inside the home and her job role, but in some general without detailing her role in kinship relations, raising her children and carrying out the affairs of her husband.

He says **Faruq Bin Reverse** "What is meant by a working woman is not that woman who stays at home and who does household chores and everything related to the home and raising children, but rather a woman who works outside the home." (Al-fatteh,1984,p.104)

#### **Procedural concept:**

By working women, we mean women who work outside the home and receive a wage for their work.

#### **3.University:**

**Language:** Gathering a plural, the scattered included by a thousand, it is said that Friday was gathered, i.e. a prayer was held Friday The university is feminine and also

an institute or schools of higher sciences such as theology, philosophy, medicine, law, literature and the destiny of a great university. (Ibrahim,2009,p.1521)

**Conventionally:** It is an institution of higher education concerned with the training and education of students who finish their studies secondary, It includes a number of institutes and colleges that provide teaching in various postgraduate studies. (Gerges,2005,p.521)

It is also known as "an educational institution, a center of cultural radiation and a dynamic, interacting system, which meets the specifications of human society where the university community influences and is affected by the surrounding conditions at the same time." (et al.,2009,p.30)

#### **4.University Student**

**Language:** A request that asks for a claim and students, it is a demand and the effect is demands, a demand for something He asked urgently what is considered his right

**Idiomatically:** A **student** is anyone who joins a school or university with the aim of obtaining a scientific d (et al.,2009,p.30) egree and of course through the student's enrollment in the university.

The word student refers to every learner enrolled in a higher institute, university or college, unlike the word student, which is applied to the learner in the classes of basic education.

He is the individual who chose to continue academic and professional studies and comes to the university carrying with him a set of values and directives refined by other educational institutions and the university is supposed to prepare him for higher life.

#### **5.Future Career:**

**Occupation:** It is a specialized work of art based on theoretical scientific knowledge and scientific experience and prepares professionals in schools, institutes and specialized colleges. (Amer,2002, p.103)

The future profession is the university student's aspiration to practice the profession that suits his mental and muscular abilities on the one hand and is compatible with his scientific specialization and tendencies on the other.

**6.5 The concept of work:** Work is defined as the effort made by a person, whether mental or muscular, in the sense that the individual uses his various powers in order to achieve a benefit, and economic work is defined as the activity that a person consciously and intentionally exerts in order to obtain an economic benefit, that is, it leads to the production of things that satisfy human needs or things that have a use value.

It is also shown that human work is a purposeful activity and precedes the start of its practice and the existence of a mental perception of the individual about the goal of the work, its results and purpose, and this is what distinguishes it from animal work, which is work Instinctively Humanitarian work is embodied in the man-making and development of the means of work, and this is considered one of the most important characteristics of humanitarian work. (saleh,2000,p.110)

#### v. **Curriculum used:**

To carry out any scientific study or prove it, a clear approach must be followed that helps the researcher to study the phenomenon and diagnose it through the general rules and regulations that he adopts in order to reach facts about the studied phenomenon, and therefore there have been many scientific approaches according to the multiplicity of topics of the humanities and social sciences in order to reach the facts in an accurate scientific way, as the subject of the study is the one that imposes on the researcher the path of the approach he takes to address his problem on the ground. The curriculum in the language means "the clear path and the approach of the road in the sense of his father and clearest and his approach in the sense of taking it clearly and resolution ". The method, in its technical, scientific and terminological sense, means "the shortest and safest way to reach the desired goal." (Hamed,2008,p.29)

The method is "the research method adopted by the researcher in collecting, classifying, analyzing and theorizing library or field information and data (Hamed,2008,p.72)

We have relied in our study on **Descriptive and analytical approach** Which is an orderly methodological method in which the researcher studies a topic in its natural form and supports it by collecting the amount of data and information he deems appropriate and then clarifying the relationship between the research variables . (Al-Hassan,2005,p.11)

**VI. Study sample and its features:**

Our research sample consisted of 50 female students.

**VII. Methodological procedures**

**1- Form:**

The current study used the questionnaire technique, which consisted of 31 questions divided into two axes:

**The first axis:** personal data, for university students, which contained 8 questions.

**The second axis:** the data related to the hypothesis, (students' social representations), which contained 23 questions.

**2- Field of study:** This study was carried out at the University Center of Aflu-Laghouat, which is located along the national road No. 47 linking the city of Aflu-Laghouat, the state of El Bayadh.

**VIII. Analyze the study data and present its results:**

**1.Data presentation and analysis:**

- **Table (01) shows the distribution of sample members according to the educational level of the father**

Ratio	Iteration	The educational level of the father
24	12	My mother
26	13	Primary
12	6	Medium
24	12	Secondary
14	7	Academic
100	50	Sum

From the table above, we can see that the general trend represented 26% of the primary level, followed by both the illiterate and secondary levels by 24%, dropping to 14% for the university level and decreasing to 12% for the intermediate level.

What can be concluded from the table is that the lower educational levels represented the most educational ratios for the father.

- **Table (02) shows the distribution of the sample members according to the educational level of the mother:**

Ratio	Iteration	The educational level of the mother
34	17	My mother
26	13	Primary
24	12	Medium
10	5	Secondary
6	3	Academic
100	50	Total

If we try to read the table, we notice that the general trend represented 34% of the illiterate level, 26% for the primary level, while the intermediate level represented 24%, dropping to 10% for the secondary level and decreasing to 6% for the university level, where we notice that the higher the educational level, the lower the percentages.

- **Table (03) shows the distribution of the sample members according to the father's work:**

Ratio	Iteration	Father's work
28	14	Health
24	12	education
18	9	Trade
16	8	Management
14	7	Craft
100	50	Total

From our construction, it is clear that the general trend was represented by 28% of the father's work in the health sector, followed by 24% for the education sector, where we found 18% of fathers engaged in trade, and for the management sector, the percentage was 16%, while the craft work witnessed the lowest percentage at 14%.

- **Table (04) shows the distribution of the sample members according to the mother's work:**

Ratio	Iteration	
88	44	Stay at home
10	5	Employee
2	1	Deceased
100	50	Total

Our first observation of the table shows that the highest percentage was 88% of mothers staying at home, while the percentage of female employees was 10%, and the remaining percentage was for deceased mothers, which was estimated at 2%.

- **Table (05) shows the distribution of the sample members according to the variable of academic specialization and its relationship to the appropriate fields of work**

Total	Appropriate areas of work				Specialization
	Hospital Institutions	Craft Enterprises	Industrial Enterprises	Administrative and educational institutions	
5	1	1	0	3	Sociology
100.0%	20.0%	20.0%	0,0%	60.0%	psychology
7	6	0	0	1	
100.0%	85.7%	0,0%	0,0%	14.3%	history
6	0	0	0	6	
100.0%	0,0%	0,0%	0,0%	100.0%	philosophy
1	0	0	0	1	
100.0%	0,0%	0,0%	0,0%	100.0%	Economic Sciences
8	0	0	3	5	

100.0%	0,0%	0,0%	37,5%	62,5%	Law & Political Science
6	1	1	0	4	
100.0%	16,7%	16,7%	0,0%	66,7%	Arabic literature
13	0	2	0	11	
100.0%	0,0%	15,4%	0,0%	84,6%	Foreign languages
4	0	1	0	3	
100.0%	0,0%	25,0%	0,0%	75,0%	Total
50	8	5	3	34	
100.0%	16,0%	10,0%	6,0%	68,0%	

We note through the above table the distribution of the sample members according to the appropriate field of work for women and its relationship to the academic specialization, and the general trend was in which educational and administrative institutions as a first sector is appropriate by 68%, i.e. more than half of our sample, followed by the field of hospital institutions by 16% to decrease to 10% for the craft field and less to 6% for the industrial field

If we compare it with the academic specialization, we find that students of both history and philosophy prefer to work in administrative and educational institutions by 100%, followed by Arabic literature (84.6%), foreign languages (75%) and sociology (60%), while the desire of psychology students was to work in hospital institutions and the percentage was 85.7%.

The fields of education and administration in Algerian society are witnessing a heavy presence of women over the rest of the fields, as more than half of the Algerian female labor is present in these two fields, which has become a superior women's field, and this is explained by the statistics for that, in addition to the fact that the desired field of work for the university student is related to her academic specialization, and this is what we noticed from the previous table.

- **Table (06) shows the distribution of the sample members according to the variable of the preferred sector of the university student and its relationship to the father's work**

Total	Preferred Sector				
	Management	Health	education		
14	4	8	2	Health	Father's work
100.0%	28.6%	57.1%	14.3%		
12	3	2	7	education	
100.0%	25.0%	16.7%	58.3%		
9	3	0	6	trade	
100.0%	33.3%	0,0%	66.7%		
8	3	2	3	Management	
100.0%	37.5%	25.0%	37.5%		
7	2	1	4	Craft	
100.0%	28.6%	14.3%	57.1%		
50	15	13	22	Total	
100.0%	30.0%	26.0%	44.0%		

It is clear from the above table, which represents the distribution of the sample members according to the variable of the preferred sector of the university student and its relationship to the father's work, as we note that the education sector was the preferred sector by 44%, followed by the administration sector by 30%, while the percentage was 26% for the health sector, as we find that the students whose fathers practice the profession of trade are more than preferred the education sector by 66.7%, followed by those who work in education 58.3%, then those who practice a certain craft by 57.1% of female students whose parents worked in the field of health wanted to work in the health sector and the percentage was 51.7%, while parents who work in the administration were equal in the preferred sector between education and management by 37.5%. From the above data, we see that the preferred sector for the university student was largely related to the sector practiced by the father (the father's work) and had an impact on her future career orientations.

- **Controversy No. (07) shows the distribution of the sample members according to the variable of the preferred sector and its relationship to the educational level of the father**

Total	Preferred Sector				
	Management	Health	education		
12	4	5	3	My mother	M.T. to the father
100.0%	33.3%	41.7%	25.0%		
13	5	3	5	primary	
100.0%	38.5%	23.1%	38.5%		
6	2	2	2	medium	
100.0%	33.3%	33.3%	33.3%		
12	3	3	6	secondary	
100.0%	25.0%	25.0%	50.0%		
7	1	0	6	academic	
100.0%	14.3%	0,0%	85.7%		
50	15	13	22	Total	
100.0%	30.0%	26.0%	44.0%		

From the above table, we note that the opinions of the research sample this time varied about their preferred sector, as the percentages ranged between 44% for the education sector, 30% for management and 26% for the health sector, and it is noted that those who preferred the education sector had the educational level of their parents university by 85.7%, while the secondary level was 50%, while the primary level was 38.5% for education, 38.5% for management and 23.1%. For the health sector, the preferred sector for female students whose parents have an average level of education was equal for various sectors by 33.3% and the desire in the health sector for students whose fathers are illiterate level was 41.7%.

We conclude from the above that the educational level of the father also affects the professional orientations of the student's work, because the higher the educational level of the father, the more it will affect the sector in which the university student prefers to work in the future.

- **Table (08) shows the distribution of the sample members according to the variable of choosing the specialization and educational level of the father.**

Total	Choosing a specialty			
	No	Yes		
12	4	8	My mother	M.T. to the father
100.0%	33.3%	66.7%		
13	4	9	primary	
100.0%	30.8%	69.2%		
6	1	5	medium	
100.0%	16.7%	83.3%		
12	1	11	secondary	
100.0%	8.3%	91.7%		
7	0	7	academic	
100.0%	0	100.0%		
50	13	37	Total	
100.0%	26.0%	74.0%		

Through the above table, we notice that more than half of the respondents (74%) had their choice of specialization based on professional ambitions, and if we compare it with the educational level of the father, we find that fathers who have a university level were 100%, secondary level 91.7%, average 83.3%, primary 69.2%, while the percentage for the illiterate level of the father was 66.7%.

We conclude that the educational level of the father affects the university student in her choice of specialization, which achieves her professional ambitions, the higher the educational level of the father, the better the university specialization is chosen.

- **Table (09) shows the distribution of the sample members according to the variable of specialization selection and its relationship to the perception of the professional project**

Total	Career Project Visualization			
	No	Yes		
37	11	26	Yes	Choosing a specialty
100.0%	29.7%	70.3%		
13	8	5	No	
100.0%	61.5%	38.5%		
50	19	31	Total	
100.0%	38.0%	62.0%		

Through our observation of the above table, we see that the general trend represented by the perception of the future professional project for female students by 62%, while the lack of perception of the professional project was 38% and through the in-depth vision of the table, we find that students whose choice of specialization was based on professional ambitions are the most conceivable category for the professional project by 70.3% because they discovered that they are specializations that correspond to the nature of women, easy specializations in line with work requirements. As for the opinions of students whose choice of specialization was not based on professional ambitions, they did not have a vision for the professional project, by 61.5%

From it, we conclude that the existence of a professional vision always precedes the rest of the concerns and other matters in the schooling of students, which shows that the student grows up at the university with a professional direction that she takes steps to from the beginning of her university career, and this is the reason for her choice of the major she is studying.

- **Table (10) shows the distribution of the sample members according to the variable of work motives and its relationship to the perception of the professional project**

Total	Motives for work				
	Self-actualization	Ambition to rise	Economy		
31	15	11	5	Yes	Career Project Visualization
100%	48.4%	35.5%	16.1%		
19	1	5	13	No	
100%	5.3%	26.3%	68.4%		
50	16	16	18	Total	
100%	32.0%	32.0%	36.0%		

We note through the table that we have set to find out the motives of the student's work in Algerian society, through our sample, and we have reached through their various answers that the most important basic factors for which she works are economic motives and ambition to advance and achieve self-realization

Where the economic motive topped the rest of the motives by 36% If we link this factor to the student's professional perception, we find that 68.4% Of the students who do not have a professional perception was motivated by the economy of the latter, which has become a necessity that requires work, especially with the difficult living conditions of most Algerian families and the large number of members and limited income, all of which are indicators that require the involvement of other members in the family budget, even if they are women, and the ratio between the two factors of ambition in upgrading and self-realization has been equal 32% Where we find that students who have a vision for the professional project were motivated by self-realization by 48.4% and ambition to rise by 35.5% After the university career, students aspire to achieve their selves and the ambition to advance is seen by women through their first education, obtaining the highest certificates, and then entering the world of work, which often gives them advancement and enhancement of their status, especially if they hold strong tasks and professions that have value in society.

- **Table (11) shows the distribution of the sample members according to the variable of job opportunities in the specialization and its relationship to the academic specialization**

Total	Job opportunities in your specialty			
	No	Yes		
5	3	2	Sociology	Specialization
100.0%	60.0%	40.0%		
7	4	3	psychology	
100.0%	57.1%	42.9%		
6	1	5	history	
100.0%	16.7%	83.3%		
1	1	0	philosophy	
100.0%	100.0%	0.0%		
8	4	4	Economic Sciences	
100.0%	50.0%	50.0%		
6	2	4	Law & Political Science	
100.0%	33.3%	66.7%		
13	3	10	Arabic literature	
100.0%	23.1%	76.9%		
4	3	1	Foreign languages	
100.0%	75.0%	25.0%		
50	21	29	Total	
100.0%	42.0%	58.0%		

Through Table (11), we note that female students see that job opportunities in their specialization are less than other disciplines by 58% of the total number of respondents, led by history with 83.3%, Arabic literature with 76.9%, law and political science with 66.7%, and this is due to the large number of sub-disciplines and thus fewer job opportunities.

While students of philosophy see the possibility of providing this studied specialization for the future profession (job opportunities) by 100%, as well as both the specialization of sociology by 60% and psychology by 57.1%, and this is through the value, importance and chances of their specialization.

From it, we conclude that there are conflicting opinions on this subject compared to the data followed by society in the economic field, the spread of the phenomenon of unemployment, large percentages, and the scarcity of work positions, in addition to thousands of university graduates who have not been able to get permanent work, and most of them occupy temporary work positions, along with a number of other university graduates working in sectors and businesses that have nothing to do with their specializations because they do not have that in their fields, all this reality formed a bitter economic background for university students and future students. to graduate and they became obsessed with fear of the future, which shook their confidence in their studies and specialization

**Table (12) shows the distribution of the sample members according to the variable of the student's discussion with the family and its relationship to the educational level of the father**

Total	Discussion with the family		The educational level of the father		
	No	Yes			
12	8	4	My mother	M.T. to the father	
100.0%	66.7%	33.3%			
13	6	7	primary		
100.0%	46.2%	53.8%			
6	3	3	medium		
100.0%	50.0%	50.0%			
12	2	10	secondary		
100.0%	16.7%	83.3%			
7	0	7	academic		
100.0%	0.0%	100.0%			
50	19	31	Total		
100.0%	38.0%	62.0%			

Through the above table, which links the educational level of the father with the student's discussion with her family members on topics related to her professional future, we notice that more than half of the respondents, estimated at 62% of the female students, discuss with family members about the professional future, as the percentage of students discussing their families reached 100% for those whose parents have a university level of education and 83.3% for the secondary level, which amounted to 53.8%. As for the primary level, the percentage was equal for those whose parents had an average level, while the percentage was small for the illiterate level, reaching 33.3%.

It is noticeable from the results of the table that the educational level of the father effectively affects the student's professional future, the higher the educational level of the father, the more there is a discussion within the family about the future of his children.

- **Table number (13) shows the distribution of the sample members according to the variable of job opportunities in the specialization and its relationship to the practice of professional work for the university student**

Total	Job opportunities in your specialty		Practicing a craft work	
	No	Yes		
24	14	10	Yes	Practicing a craft work
100.0%	58.3%	41.7%		
26	7	19	No	
100.0%	26.9%	73.1%		
50	21	29	Total	
100.0%	42.0%	58.0%		

From Table (13), which links the variable of job opportunities in the studied specialization and its relationship to the practice of craft work, we note that students who see that the job opportunities in their specialization are less than other disciplines do not want to practice a craft work, and the percentage was 73.1%, while we find that 41.7% of them want to practice craft work. Women while there were no job opportunities in their field of specialization

As for the students who believe that their specialization is not less important than other specializations in providing job opportunities, they also want to practice craft work, by 58.3%, while the remaining percentage that believes that the studied specialization does not provide job opportunities do not want to practice the craft, and the percentage was 26.9%.

From it appears the fact that craft work is an opportunity for most female students to enter the world of work due to the lack of job opportunities with a university degree and the large number of unemployment, especially university youth, we find them always go to certain crafts from which they live, we find that a university student with a certificate of appreciation practices the profession of sewing or making sweets, and this fact made the majority of them tend to such crafts due to the financial situation it provides.

#### ix. Presentation and analysis of the results of the study:

- 1- It turns out that most female students believe that the appropriate field of work for women is educational and administrative institutions, in addition to that this desired field is related to the academic specialization they study.
- 2- The father's work affects the future career directions of the university student.
- 3- The educational level of the father affects the professional orientations of the student, the higher the educational level of the father, the more it affects the future sector in which the student prefers to work.
- 4- The educational level of the father also affects the university student in her examination of specialization, which achieves her future career ambitions.
- 5- The student grows up at the university with a certain professional orientation, and this is the reason for choosing the major she is studying.
- 6- Work motives for the student is the economic motive followed by self-realization and then the ambition to rise and this difference according to the nature of her perception of the professional project,
- 7- Most female students believe that job opportunities in their specialization are less than other majors, and they were 58%, due to the large unemployment among university students and the scarcity of job positions.
- 8- More than half of the sample discuss with family members topics related to their professional future, and this discussion is due to the educational level of the father, the higher the level of the father, the more discussions occur with the children about the professional future within the family.
- 9- The majority of female students want to go to the craft of sewing and making sweets due to the income it provides, while there are no job opportunities in their field of specialization.

#### x. General results of the study

After presenting the various hypotheses and in-depth analysis of their variables through the indicators and sociological dimensions that we thought helped us to reach some results that remove the ambiguity from the questions we started from this research and we reached the following:

- 1- **As for the first hypothesis**, which believes that the social factors surrounding the university student contribute to the formation of her representations of her future work, it appears from the results of the research that there are various factors that affected her professional perceptions, the most prominent of which were the economic factors that have become a necessity that requires work, as many students strive to complete their studies in order to work and contribute to home expenses.

Women today contribute a large share to family expenses, and sometimes we find them primarily responsible for alimony for their children in the absence of the father by virtue of death or divorce, which is attested to by the reality of society, where many mothers turn to lower-level work in order to raise their children, such as cleaning and working in homes as maids and nannies, all in order to obtain daily sustenance.

- 2- **As for the second hypothesis**, which believes that the family affects the perceptions of the university student towards the work sectors: Through the previous data, we find that most students discuss with family members on topics related to their professional future, as the father is the person with whom most of the topics related to the professional future are opened, so that the educational level of the father affects their professional orientations, the higher the level of the father, the more this gives him a culture of dialogue and discussion within the family, especially with his children.

Most students who have a vision for the future work sector are affected by their fathers' job, for example, we find that the student's preference for the education sector is due to her father's practice of this sector.

#### Conclusion

Each scientific research ends with a set of results and facts that the researcher reaches after using the steps of scientific research appropriate to the subject of his study, and we have tried hard in this study to reach scientific, objective and logical results that are commensurate with reality and give a real picture of the social representations of the professional future from the point of view of university students who are about to graduate.

Through the results of the study, its interpretation, analysis and discussion, which resulted from the hypotheses of our research, we have reached that the perception set by the university student towards future work was positive, as the latter is necessary and important in the student's life, as she arises at the university with a professional direction that she follows since the beginning of her university career.

In addition, the professional practices of women's work in general and university students in particular cannot be viewed without linking them to the economic aspect, which is the main factor for their perception of the professional future, due to the high cost of living and the increase in their requirements.

Opinions differed on the subject of the chosen major and its relationship to the perception of the future professional project, as we found that the majority of students who were randomly selected for the specialization did not have a vision about the future work.

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