

Difficulties in Representing the Professional Project among University Students (A Descriptive Study on Psychology and Orthophony Students)¹

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Abstract

As part of the research on the difficulties in representing professional projects among university students majoring in psychology and orthophony, this study aimed to explore the nature of the relationship between the difficulties in representing professional projects and factors such as self-esteem, motivation, personality traits, and labour market requirements. A questionnaire on the difficulties of representing the professional project, designed specifically for this study, was administered to 216 male and female students. Using a descriptive approach, the results revealed a strong correlational relationship between these factors. The difficulties in representing the professional project were linked to a lack of motivation, which is a fundamental factor in developing the professional project. This led to difficulties with self-esteem and revealed a strong relationship between the difficulty in representing the project, the student's personality traits, and the labour market requirements. No statistically significant differences were found in the difficulty of representing the professional project due to gender.

Keywords: Representation, Difficulty in representation, Project, Professional project, University student.

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Introduction

The university is a system within society and an educational institution aimed at qualifying, training, and developing the various skills of individuals, granting them assessments on the basis of the efforts made throughout their academic journey, whether short or long. It also motivates students to take initiative, work hard, and strive continuously to reach higher ranks through continuous training, allowing them to prepare themselves. The university effectively provides multiple fields that allow students to fulfil their desires through various specialisations, aligning with their ambitions and abilities. In other words, it works to achieve balance and harmony between the student and the requirements of society.

Thus, the university represents a crucial stage in preparing and shaping students to develop individuals who will contribute to the construction of society. The professional project holds an important place in the thinking and mindset of university students, representing their future projections for the careers they aspire to. This project stems from their ideas about their goals after completing their studies. Generally, representing any project places an individual in uncertainty, fear, anxiety, and hesitation, especially regarding the professional project, which is one of the most significant decisions a student makes.

His choice of the project begins with his selection of the specialisation, which is the primary goal in determining his desired profession. His abilities, resources, motivations, and personality traits influence this profession. However, this does not exclude the involvement of other factors, such as the family, which imposes its desires, orientations, and ambitions upon him, as well as the social and cultural reality, influenced by prevailing thoughts about different professions and occupations, in addition to the demands of the labour market.

All these contributing factors make it difficult for him to make a firm and final decision regarding his professional project, which pertains to his career and future life. Therefore, it is essential to identify and explore the various difficulties he faces, whether internal or external, and the extent of their impact on shaping vague representations that make him apprehensive about choosing any future profession.

Problematic:

The representation of professional projects has become one of the essential matters in which university students build and realise their set goals. The foundations of this project became clear and

prominent during the university phase, which is a crucial and decisive period to reflect on the future. At this stage, the student transitions into adulthood, assuming responsibility for their actions and societal role. Representation is a collection of perceived and stored thoughts and actions that can be recalled and brought to mind as needed or desired.

The project defines the action that is planned for implementation and is more than just a simple expectation or representation. It also involves the determination of a specific plan of action, which is not strictly defined from the beginning. As the commitment to executing this plan progresses, it can be reviewed, along with the goals and objectives that make up the project. Therefore, the project cannot be reduced to merely setting a goal and determining the means to achieve it; instead, it includes the "project" as a fundamental connection between specific representations and the plan of action, at least in broad outlines, that the individual commits to realise it in reality. Events often give the expected representations a different appearance from those initially planned. The action intended to achieve a particular partial goal of the project may have produced results that ultimately align with the individual's expectations or the opposite (Huteau & Guichard, 2022).

A professional project is a university student's representation of engaging in a profession or job that matches their abilities, qualifications, and academic goals. The professional project is closely connected to the personal project, which includes the goal of completing a specific academic specialisation, joining a job, or establishing a personal project.

Huteau (1992) defines it as a plan adopted by the individual to achieve specific goals by anticipating them and providing the necessary means to reach them. It arises from the intersection between mental representations of fields of study and professions and the individual's mental representations of the self.

This project is based on the results of strong relationships, initially linked to the individual's representations of themselves, such as self-awareness, their needs, and their personality traits, encompassing all their unique characteristics. Moreover, the very idea of the project is the individual's embodiment of themselves in a desirable future outlook. Second, the fundamental motivations that drive and shape this personality are considered. Third, the individual's representation of labour market requirements, i.e., the professions available and suitable within the social environment.

The concept of the project remains "connected to individual dimensions, social dimensions, and emotional aspects, and life projects are closely related to the individual's representations, as they

provide an image of how roles are formed and how status is distributed within the family context” (Cherif & Monchaux, 2007, p. 15).

Thus, the professional project is the aspiration to engage in a profession or interest that aligns with one's abilities and desires and provides personal well-being. It typically occurs after completing studies but can also occur later; a student may succeed academically without this project. On this basis, our study aims to understand university students' difficulties in representing their professional projects. Therefore, we formulate the following questions:

- 1.Does a lack of motivation limit university students' ability to represent their professional projects?
- 2.Do personality traits influence university students' representation of their professional projects?
- 3.Does difficulty self-esteem among university students lead to difficulties in representing their professional projects?
- 4.Is the difficulty in representing their professional project related to the requirements of the labour market?
- 5.Are there statistically significant differences in the difficulty of representing professional projects among university students on the basis of gender?

Hypotheses of the Study

- 1.A lack of motivation limits university students' ability to represent their professional project.
- 2.Personality traits influence university students' representation of their professional project.
3. difficulty in self-esteem among university students leads to difficulties in representing their professional projects.
- 4.the difficulty in representing their professional project is related to the university student's representation of the labour market's requirements.
- 5.There are statistically significant differences in the difficulty of representing professional projects among university students according to gender.

Objectives of the Study

- 1.To assess the motivation of university students to represent their professional projects.
- 2.To understand the personality traits of university students.
- 3.To evaluate the impact of self-esteem on the understanding and representation of professional projects among university students.
- 4.To investigate whether there is a relationship between the difficulty in representing professional projects among university students and the demands of the labour market.
- 5.To determine whether there are differences in the difficulty of representing professional projects between male and female university students.

Importance of the Study

The importance of this study lies in highlighting the key points outlined to understand the difficulties university students face. The study focuses on a student's psychology, personality, and qualifications as a holistic structure for their academic and professional path. It also considers the student a young individual capable of understanding their thoughts, aspirations, and goals. Additionally, this study is a scientific contribution to understanding the difficulties in representing professional projects.

From a practical perspective, a questionnaire specific to the study subject was developed to highlight the topic's primary objectives and uncover the most significant difficulties by understanding and analysing the fundamental background faced by any university student about entering the professional world. This student may be unable to represent their professional project, with the fear and anxiety they experience linked to their motivations, difficulties in achieving self-actualisation, personality traits, and confrontation with the demands of the labour market.

Study Terminology

Representation

In psychology, representation refers to the perception or mental image in which the content is linked to a subject, situation, or scene, such as the family environment in which the individual lives. According to Salmi et al. (1998), representation is the sensory level of thought. As noted by Chemama and Vandermersch (2009, p. 502), the representation is defined as follows: "The elementary form of what is registered in the different systems of the psychic apparatus and, in particular, of what

repression affects." In the same vein, Laplanche and Pontalis (1967, p. 414) define representation in philosophy and psychology as: "What we represent to ourselves, the concrete content of a thought act." and "particularly the representation of a previous perception." According to Ibn Manzur (1994, p. 613), representation means "To resemble something or to make an image of it. The term 'example' refers to the image or resemblance, and it is said that the thing is represented by writing or other means." Therefore, representation is reflected in a set of thoughts or images that the university student forms about their professional project, i.e., the profession they will pursue in the future, considering their cognitive abilities, desires, preferences, and ambitions. This representation aims to bring it to life in reality, along with the acceptance of the role and status that this profession entails.

The project

According to Boutinet (1998), a project is defined as An operational anticipation, individual or collective, of a desired future. Similarly, Mohamed Abdel Hamid (2009.p.167) views."a professional project as a life-related activity based on a specific goal, which may be an individual or collective activity following a set of successive and defined steps". In the educational field, ."a project is also defined as a form of representation between the individual's perspective of themselves (self-awareness) and their view of the external situation (the world of work, the educational system) ." (Philibert & Wiel, 2002.p48).

Professional Project

The future-oriented representation that the student defines for themselves to pursue in the future, including values and types of training. This representation is formed during their academic and training journey, reflecting future aspirations and a desire for self-actualisation through goal achievement.

Difficulty in Representing the Professional Project

This refers to the inability to identify and define the ideas related to the project, hold on to them, and bring them to reality. The project remains a mere dream that the student cannot achieve. This difficulty is associated with low self-esteem, lack of motivation, and personality traits, all of which contribute to directing thoughts toward the demands of reality and the professions it requires.

University Student

This refers to any individual aged 18 years or above who holds a high school diploma (baccalaureate) and who is pursuing studies at the university level, either at the bachelor's or master's level, specifically in the fields of Psychology and Orthophony.

Methodology of the Study

This study relied on a descriptive statistical approach, which is the most appropriate for collecting data related to the study's topic. The results of the study tool and questionnaire results concerning the difficulties in representing the professional project were analysed.

Study Sample

The study sample consists of 216 male and female students from both the bachelor's and master's levels, distributed across the following specialisations: Clinical Psychology, Educational Psychology, Work and Organisational Psychology, Orthophony, and Health Psychology, at the Department of Psychology and Orthophony at the University of Oran 2, Mohamed Ben Ahmed.

Study tool:

The primary tool used in this study was a questionnaire designed to identify the difficulties faced by university students in representing their professional projects. The preparation of the questionnaire involved several steps, primarily as follows:

1. Theoretical Framework: A review of several theoretical frameworks addressing the general concept of the professional project and the students' representations of this project helped define the questionnaire's dimensions.
2. Review of Previous Studies: This section examines previous studies on the topic of professional project representation among university students and utilises their findings. After the most important theoretical data and insights from previous studies were gathered, the initial version of the questionnaire was developed, which ultimately included four dimensions.

Table 1 :Items of the first dimension, "Self-Esteem".

Dimens ion	Nu mber	Item
Self-Esteem	1	I find it challenging to choose a profession on my own.
	2	It is challenging to commit to obligations and make decisions.
	3	I am afraid of taking on responsibility by myself.
	4	I am confident that I will fail in any professional project.
	5	A lack of self-confidence limits my ability to represent my professional project.
	6	I have difficulty representing my future professional project.

Table 2 : Items of the second dimension, "Personality Traits."

Dim ension	N umber	Item
Personality Traits	0 7	I am not qualified to choose any profession.
	0 8	I hesitate to choose a profession because my interests are unclear.
	0 9	I have difficulty making a final decision on choosing a profession due to fear of failure.
	1 0	I expect the profession I choose to solve some of my psychological and financial problems.
	1 1	Choosing my professional project is a decision made by my family.
	1 2	It is not necessary to choose a profession that aligns with my specialisation.

Table 3: Items of the third dimension, "Motivations"

Dimension	Number	Item
Motivations	13	I lack the motivation to choose my professional project in my society.
	14	I have no prior experience with the best professions.
	15	Defining the main goals behind representing any professional project
	16	I have the representation that choosing a profession will fulfil my dreams and aspirations.
	17	Representing my professional project is not the primary goal in my life.
	18	It is important to find a job, even if it does not meet my desires.

Table 4 :The fourth dimension includes the item "Labour Market Requirements."

Dimension	Number	Item
Labour Market Requirements	19	I find it challenging to choose a profession because the work conditions do not align with my qualifications.
	20	I am confident that I will find a job regardless of my specialisation.
	21	I find it difficult to accept a professional project that does not align with my desires.
	22	I find it challenging to choose a profession because everything I prefer is impossible to find in one profession.
	23	The profession I am looking for matches my field of study.
	24	I find it challenging to choose a profession because none of the

		available professions appeal to me.
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Psychometric Properties of the Tool:

1. Content validity (Expert judgement)

To ensure the validity of the study tool (the questionnaire) for final approval, it was presented to five expert reviewers in the field of psychology to gather their opinions on the relevance of each dimension of the questionnaire, its items, linguistic formulation, clarity of the statements, alternatives, and alignment with the topic. All the expert reviewers agreed that the questionnaire was suitable, and most items were retained. Only two items were modified. For example, Item 13: "I lack the motivation to choose my professional project."

was revised to: "I lack the motivation to choose my professional project in my society."

(Item 23): "I believe that the profession I am looking for matches my studies."

Was revised to: "I believe that the profession I am looking for matches the field of study I am pursuing."

Additionally, one item was removed:

"I am confident that I will find it difficult to choose a professional project because it requires mediation."

2. Discriminant validity:

The sample scores were ranked from highest to lowest, and the lowest and highest thirds of the distribution were selected. A total of 10 individuals from each distribution were chosen. The table below illustrates the results:

Table 5:Results of the Discriminant Validity of the Questionnaire

Measured Variable	Groups	Sample	Mean	Standard Deviation	T Value	Degrees of Freedom	Significance Level
Difficulties in Representing the Professional Project	Low	10	50,40	4,85	6,62	18	0,001 Significant
	High	10	69,70	7,83			

As table 5 above shows, the T value reached 6.379 with 12 degrees of freedom and a statistical significance level of 0.001. This finding indicates statistically significant differences between the two groups on the questionnaire, with the higher group performing better. The mean of the higher group was 110.2857, whereas the mean of the lower group was 88.4286. This confirms the validity of the questionnaire in distinguishing between the performance of the two groups.

Internal Consistency Validity: The correlation between each dimension and the total score of the scale and between each item and the dimension to which it belongs was calculated. Below are the results showing the correlation of each dimension and item with the total score of the questionnaire.

Table 6 :Results of the internal consistency validity of the dimensions and total score of the questionnaire

Measured Variable	Dimensions	Mean	Standard Deviation	Correlation Coefficient	Significance Level
Difficulties in Representing the Professional Project	First Dimension	2,44	0,57	0,756 **	0,01
	Second Dimension	2,42	0,62	0,820 **	0,01

	Third Dimension	2,56	0,56	0,757**	0,01
	Fourth Dimension	2,61	0,35	0,642**	0,01
	Total Score	2,46	0,40	01	////

Table 6 above clearly shows that there is a correlation between the dimensions and the total score of the questionnaire, all of which are significant at the 0.01 level. On the basis of the results obtained, it can be concluded that the questionnaire is valid and suitable for use.

Reliability of the Questionnaire

The reliability was calculated via Cronbach's alpha, and the following table shows the data processing results obtained via this method.

Table 7: Results of the Cronbach's alpha reliability coefficient for the questionnaire

Measured Variable	Number of Items	Sample	Mean	Standard Deviation	Cronbach's Alpha Reliability Coefficient
Difficulties in Representing the Professional Project	20 Items	30	48,46	9,53	0,783

The results in the table show that the questionnaire's reliability coefficient reached a value of 0.78, which is close to 1.0. This is a high value, indicating strong reliability.

Reliability of the Questionnaire via the Split-Half Method:

Reliability was calculated via the split-half method and confirmed via Guttman's method. The following table summarises the data processing results obtained via the split-half method.

Table 8: Split-Half Reliability

Measured Variable	Items	Mean	Standard Deviation	Reliability Coefficient		
				Before Correction	After Correction	Correction Method
Difficulties in Representing the Professional Project	Individual (10)	2,93	5,07	0,70	0,82	Guttman
	Pairwise (10)	5,53	5,24			
	Total (20)	8,46	9,53			

Table 8 above shows that the reliability coefficient for the questionnaire using the split-half method was 0.70 for individual items and pairwise items. Before correction, the reliability coefficient was 0.70, and after correction via Guttman's method, it reached 0.82, which is a high value. This confirms the reliability of the questionnaire.

Results of the Hypotheses

1. A lack of motivation limits university students' ability to represent their professional projects.

Variable	Correlation Coefficient	Mean	Standard Deviation	Significance Level
Motivation	* 0,76	13,27	3,89	0.01

The table above shows that there is a strong correlation of 0.76 between the lack of motivation among university students and their Difficulties in Representing the Professional Project at a significance level of 0.01, with a mean of 13.27 and a standard deviation of 3.89. On the basis of this correlation, it can be concluded that the hypothesis stating that “a lack of motivation limits university students’ ability to represent their professional project” is valid. Motivation is a fundamental and

essential element that, when present in a student, makes them diligent in striving to achieve their goals through engagement with everything that supports knowledge and education and enhances their level. This is reflected in activities such as field internships, academic conferences and seminars, and reading various books in the field. These actions reflect the student's pursuit of achieving their goals, including the representation of their professional project in the future.

2. Personality traits influence university students' representation of their professional projects.

Variable	Correlation Coefficient	Mean	Correlation Coefficient	Significance Level
Personality Traits	* 0,79	12,39	3,38	0.01

The table above shows a strong correlation of 0.79 between the personality traits among university students and their difficulties in representing the professional project, at a significance level of 0.01, with a mean of 12.39 and a standard deviation of 3.38. On the basis of this correlation, it can be concluded that the hypothesis that "personality traits influence university students' representation of their professional project" is valid. These personality traits include dependency, submissiveness, and an inability to accept change.

3. difficulty in self-esteem among university students leads to difficulties in representing their professional projects.

Variable	Correlation Coefficient	Mean	Standard Deviation	Significance Level
Difficulty in self-esteem	* 0,68	16,32	3,36	0.01

The table above shows that there is a correlation of 0.68 between the difficulty in self-esteem among university students and their difficulties in representing the professional project, at a significance level of 0.01, with a mean of 16.32 and a standard deviation of 3.36. On the basis of this correlation, the hypothesis that "difficulty in self-esteem among university students leads to difficulties in representing their professional project" is valid. A professional project is linked to either a positive or negative self-image. The results show that there is difficulty in self-esteem among university

students, a lack of ability to make final, decisive decisions, dependency on others, and seeing themselves as no more or less than others. Additionally, there is a lack of desire for distinction, change, or creativity.

4. the difficulty in representing their professional projects among university students is related to their representation of labour market requirements.

Variable	Correlation Coefficient	Mean	Standard Deviation	Significance Level
Labour Market Requirements	* 0,54	7,34	2,27	0.01

The table above shows that there is a correlation of 0.54 between the labour market requirements among university students and their difficulties in representing the professional project, at a significance level of 0.01, with a mean of 7.34 and a standard deviation of 2.27. On the basis of this correlation, it can be concluded that the hypothesis stating "the difficulty in representing the professional project among university students is related to their representation of labour market requirements" is valid. This represents the reality of the social environment, where students attempt to adapt and align with the labour market's requirements, accepting any available job opportunities, whether they align with their specialisation or not. The ultimate goal remains securing employment.

5. There are statistically significant differences in the difficulty of representing professional projects among university students according to gender.

Variable		Mean	Standard Deviation	Degrees of Freedom	T Value	Significance Level
Gender	Males	51,30	8,71	214	1,77	Not Significant
	Females	48,71	9,33			

From the table above, it is clear that there are no statistically significant differences in the difficulty of representing professional projects among university students in terms of gender. Therefore, the study's hypothesis was not confirmed. It can be concluded that the issue of gender is no longer exclusive to either gender, especially in the field of professional projects.

Discussion of Results:

Motivation is a stimulus or drive that directs individuals' behaviour toward particular goals, i.e., achieving a specific objective. Freud views motivation as an internal state of arousal that harnesses the individual's maximum potential to satisfy the drive for knowledge and self-actualisation. According to Freud, an individual's behaviour is governed by the instincts of sex and aggression. He emphasises that early childhood plays a significant role in shaping future behaviour, and the concept of unconscious motivation is used to explain actions performed by the individual without being aware of the underlying motives behind those actions. This is what Freud refers to as the concept of repression (Kawafha, 2004).

A lack of motivation affects and contributes to low self-esteem, which leads to a decline in determination and initiative. As a result, the individual becomes passive, accepting reality and its consequences rather than striving to create opportunities to help overcome obstacles and reach the primary goal. This goal is related to fulfilling an individual's personal needs that distinguish their independent self, far from others' views—meaning what they want to be, not what others perceive them to be or conform to what is currently present in reality. Thus, a lack of motivation limits university students' representation of their professional projects. This was evident in the results obtained from university students, where a correlation was found between them. The motivation for achieving or adopting a professional project is an emotional response to internal or external stimuli to reach high, purposeful goals. These goals are influenced by internal factors related to the individual's personality, abilities, desires, and needs, as well as external factors, where the influence of others plays a significant role in directing their thoughts and controlling their actions, perceptions, and goals. This influence affects their motivations, which become external and subject to others—social influences, societal models, images, attitudes, and representations. "Social images can be considered as the sum of behaviours, attitudes, representations, and feelings attributed to others, which are reflected back to the subject in interpersonal relationships" (Compas, 1991, p. 94).

Self-esteem is a characteristic that distinguishes individuals from others in society, whether male or female. It grows and is influenced by internal and external factors that contribute to the formation of one's personality. It consists of a set of thoughts that an individual holds about themselves, their future aspirations, achievements, the family environment, and relationships with others. An individual's choice of a particular profession expresses their self-representation. They choose a specific image of themselves, determining who they wish to become. Therefore, self-esteem, whether positive or negative, is subject to the circumstances that influence its development, making the individual live according to the ideas they hold about themselves. However, the results obtained from university students depend on their environment.

The difficulty in self-esteem among university students leads to difficulties in representing their professional project because the latter is linked to self-concepts and relationships with others, who serve as counterparts and models, as well as the surrounding environment. It shifts from the description of the individual's external behavioural and social aspects to their internal psychological state... Thus, with adolescence, descriptions of the internal psychological state, emotions, attitudes, beliefs, aspirations, and motivations appear. At this stage, we encounter an introspective view focused on the internal and intimate characteristics of the self (Harter, 1995, p. 74).

University students' representations are often limited to obtaining a degree and achieving success without planning or establishing a professional project. They constantly seek to remain in their studies, lacking thought or representation of the profession they will pursue after graduation. They tend to wait for decisions from others, whether family or friends, and exhibit a lack of self-reliance. Additionally, they often show no desire for the required specialisation. This reflects a dependent self and an inability to break out of its shell. This was confirmed in the study by Oubrayrie, Safont, and Tap (1991), which states that self-actualisation occurs through the search for independence, which is focused mainly on distancing oneself from family and school references on the one hand and seeking authority on the other hand. University students' sole goal is to complete their studies and finish university training without clear aspirations or representations of a specific job. Their objective is to find any job because they are university graduates (holding a degree) or are based on available professions in society that may not be related to their specialisation. Finally, individuals with strong self-esteem actively and persistently strive to achieve their projects, moving against the direction of failure. In contrast, individuals with low self-esteem tend to accept whatever is offered to them and do not seek to satisfy their desires.

This is also supported by the study conducted by Safont-Mottay, De Léonardis, and Lescarret (1997), which indicated a relationship between low self-confidence and difficulty in forming a project. Self-image acts as the organiser of a series of actions that contribute to the creation of the project. The higher the self-esteem is, the more it helps direct the project strategies toward the goal. On the other hand, low self-esteem tends to direct the individual to abandon the goal. According to Hutteau, the term "project" implies continuity and commitment to it until the end, which is a central focus of his studies. As noted by Arana (2006), a project is the internal representation of a desired state achieved through self-regulation processes based on developing a sense of work planning and controlling activities directed toward a goal. Self-esteem serves as a foundational base upon which an individual's personality rests. It is based on overcoming obstacles and frustrating situations, making decisive decisions, and not yielding or surrendering. Self-esteem remains an important and primary characteristic in representing a university student's professional project, providing a desirable and forward-looking perspective rather than something imposed on them.

Lécuyer (1978, p. 78) views self-esteem as a multidimensional and hierarchical system: "A complex organisation bringing together some fundamental elements or general characteristics, around which are grouped several more specific aspects." An individual needs to understand all the essentials that contribute to making them capable of developing a correct and purposeful idea that leads them down the desired path rather than just knowing the path without gaining any experience. Psychological processes rely on experience in their development, forming mental concepts that help the individual bear responsibility and make decisive decisions when representing future projects. In this context, Vygotsky (as cited in Ghiglione & Richard, 2003, p. 16) asserts that "natural psychological processes develop through the existence of significant external structures. These structures may have a cognitive nature that differs from one individual to another, and they play a role in the formation of mental representations."

Personality has features and characteristics that distinguish each individual from others, and the dependent personality remains one that lacks contribution, work, and seriousness. It is a personality that seeks to please others through achieving goals but does not seek innovation or reach a state of psychological fulfilment. Instead, it responds quickly to what is already present. The results revealed a high percentage and confirmed that personality traits control university students' representation of their professional project. Therefore, personality remains the primary driver for individuals, affecting their social and psychological life. Personality results from the dynamic integration of emotional, cognitive, biological, and behavioural components that determine an individual's reactions to

themselves and their environment. "It is a term based on three fundamental pillars: wholeness, stability, and permanence" (Bottéro et al., 1992, p. 193).

Individuals can follow the path toward mental maturity if they can achieve self-actualisation without barriers, that is, toward independence, expansion, and comprehensive socialisation. This contributes to preparing them as a distinct individual, integrated in their unity, with motivations and goals they strive to achieve. On the basis of the results obtained, we also find that the difficulty in representing university students' professional projects is related to their representation of labour market requirements. In other words, reality limits students' ability to represent their professional projects. Most university students (major in psychology and orthophony) are engaged in jobs and hold positions utterly different from their field of study. This is because securing a job for a suitable income is the goal of every student, which leads them to abandon their aspirations and desires. The labour market requirements impose professions that may not align with the student's specialisation, but they accept these jobs because they hold a university degree. This highlights the importance of having a specific representation of a project to help an individual integrate into the workforce, as emphasised by Pemartin and Legres (1988, p. 26), who stated, "It is essential to have a specific representation of the project to assist in the individual's integration into the world of work."

The labour market operates according to the law of supply and demand, which leads Psychology and Orthophony students to adapt to it through available job opportunities without considering their professional project representation. On the other hand, students in psychology and orthography cannot work according to their specialisation because they find themselves incapable of practising it. Therefore, when there is a representation based on their motivations that strengthens their self-esteem and enhances the effectiveness of their personality, it contributes to representing the project. "The preference for certain professions over others results from a comprehensive and quick comparison between self-representation and specific views about professions" (Huteau, 1982, p. 110).

This study also revealed no statistically significant differences in the difficulty of representing a professional project among university students on the basis of gender, as work is no longer exclusive to males. Instead, work has become a goal for both male and female students. Unlike females, this difficulty is no longer a concern for males, who were once primarily responsible for providing and shoulder the burden. However, both are currently striving to achieve their goals and complete their studies, with some even studying and working simultaneously. Therefore, thinking about or even representing a professional project is no longer given much importance by most students. Most

previous studies have reported no differences in the representation of a professional project among males and females. Our findings confirm that even the difficulty in representing a professional project now exists for both genders (male and female), as their future has become the same, and their thinking is focused solely on finding a job.

Conclusion

This study aimed to trace the cause of the difficulty in representing a professional project among university students, first to the family, as it is considered the primary social institution where the student is raised. The family plays a crucial role in indirectly guiding the student's behaviour and is responsible for preparing and qualifying them to become socially responsible. It leaves a clear impact on their personality, whether positive or negative. Second, the study identifies personal factors specific to the student, particularly motivation, which helps them focus on a particular field, making them more willing to engage, discuss, and persist in pursuing it while exerting every effort to achieve their desire. This motivation also grows and develops gradually over time and is influenced by environmental factors that either strengthen or weaken it. Choosing a profession, therefore, is an expression of self-representation. Individuals choose a specific image of themselves, seeking the person embodied in their chosen profession. Hence, the individual's self-awareness—understanding their needs, desires, and aspirations—helps evaluate their self-confidence and ability to adapt, which in turn impacts the representation of their professional project.

Each student has tendencies and inclinations toward a specific job in any field, which is also linked to their personality traits. However, the continuation in or entry into this field depends on their representation of it and the background they carry. They may succeed and adapt to it or face failure due to a lack of capability and readiness in that field. The reason for this lies in the misalignment between the student's personality and work, as studying a particular field is one thing while working in it is another. Representing a professional project and starting work according to one's specialisation remains confined within an ambiguous movement—transitioning from one space to another that differs in location, time, and people. The attachment to the educational space where the student has spent an extended period (elementary, middle, high, and university) is replaced by work, another space with its characteristics. Adapting to this new space depends on the student's motivation, positive self-esteem, personality traits, and labour market demands. Suppose the student lives in dependency and reliance on the family environment, accompanied by fear and anxiety. In that case, it will lead to dissatisfaction, rejection, aversion, and an inability to adapt. This is why most Psychology and

Orthophony students delay representing their professional projects until after graduation, as the difficulty in representation is linked to the aforementioned factors.

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