



Personality Type And Its Relationship To Professional Tendencies In Secondary School Students

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Abstract:

The current study aimed to identify personality types and their relationship to professional inclinations and assuming responsibility among secondary school students. To achieve the objectives of the study and confirm its hypotheses, we used (3) illusion scales, the Personality Types Scale by Amr Hassan Qasim (2013) according to Jung's theory, and the Professional Inclinations Scale by Hibatullah. Tailoring (2015), and the self-responsibility scale by Najat Ghoneimi Al-Didamouni (2015), and were applied to a sample of (150) male and female students in the secondary education stage in Robah El-Oued. This sample was chosen in a non-random, quota-based manner, relying on the descriptive approach with its three methods. (Exploratory, correlational, differential) to suit the topic of the study. To verify the study hypotheses, data extracted from the field were processed using the Statistical Package for the Social Sciences (SPSS22) system correlation coefficient.

- Pearson correlation coefficient
- T-test for two independent samples.

The results resulted in the following: The prevailing style among secondary school students is the extroverted style.

_There is a positive, positive relationship between the extroverted personality style and the traditional professional tendency, and there is also a relationship between the introverted personality style and the exploratory professional tendency.

_There is a statistically $\alpha=0.05$ significant relationship between personality type and assuming self-responsibility.

_There are no statistically $\alpha=0.05$ significant differences between males and females in professional inclinations.

_There are no statistically $\alpha=0.05$ significant differences between males and females in assuming self-responsibility.

Keywords: Personality style, Professional inclinations, High school students.

Introduction

1-Problematic:

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The secondary education stage is considered one of the most important phases in a student's educational journey, serving as a crucial bridge between basic education and higher education. This stage typically begins at ages 15 to 18 (Gharbia, 2007, p. 175) and usually lasts three to four years. During this period, students undergo intensive academic and social experiences that help shape their personalities and determine their future paths.

The curricula at this stage include a wide range of core subjects such as mathematics, science, languages, and social studies, alongside elective subjects that allow students to delve into areas of personal interest. The secondary education stage plays a significant role in developing students' personalities and refining their social skills, where they learn to manage pressures and responsibilities and cultivate relationships with peers and teachers.

Learning in this stage is not limited to academic achievement; it also includes the development of life and social skills. Secondary schools provide a rich environment filled with opportunities that contribute to the development of critical thinking, teamwork, leadership, and problem-solving. Additionally, students learn how to manage their time effectively and take responsibility for their actions and decisions. This stage is an opportunity to enhance independence and self-confidence, as students begin to set their personal and professional goals and strive to achieve them.

When discussing learning in this stage, we enter a crucial area that plays a significant role in students' learning experiences and personal growth: personality types and motivation for learning, which are closely intertwined during secondary education. Students vary in their interests and learning styles, making it essential for schools to be flexible and capable of providing individualized support that meets each student's needs. Intrinsic motivation plays a pivotal role in achieving success, as students with high levels of motivation are more likely to reach their academic goals and overcome challenges. This leads to maturity and a sense of responsibility, with these traits significantly developing during this stage. Students gain emotional and intellectual maturity that enables them to make informed decisions and manage their lives independently and effectively, embodying personal responsibility.

In the context of learning, self-responsibility is extremely important. Students must take responsibility for their academic tasks and manage their time effectively to ensure optimal performance in studies and homework. This also includes developing self-learning skills, such as identifying the best study methods and using available resources effectively. This enhances students' ability to interact effectively with their educational environment, making them active participants in the learning process. It also contributes to building their characters and preparing them for success in various aspects of life.

This increases students' ambition levels, playing a fundamental role in determining their academic and career paths and motivating them to set personal and professional goals. Ambitious students typically set high objectives and strive to achieve them, driving them to excel in their studies and engage in extracurricular activities that enhance their skills and experiences. During this stage, students' professional interests develop noticeably as they begin to discover their unique interests and abilities. Academic experiences and extracurricular activities can significantly influence these interests, helping students make informed decisions about their future career paths. Schools usually provide resources and career counseling to assist students in this process, allowing them to explore a variety of career options and identify fields they wish to pursue. This ambition can serve as a strong motivator for future academic

and professional success, guiding students toward areas that align with their interests and abilities, thereby enhancing their chances of achieving success and professional satisfaction.

To achieve a high level of professional satisfaction, it is essential to identify students' professional inclinations, which represent the natural and noticeable interests that individuals gravitate towards. These inclinations play an important role in determining learning directions and personal development. Professional inclinations may include interests in specific fields such as science, arts, sports, technology, or any other area. When an individual has strong professional inclinations in a particular field, they are more likely to learn and grow in that area and enjoy developing their skills and excelling in it. By exploring professional inclinations, individuals can discover their true passions and work toward achieving their ambitions more effectively. Therefore, understanding an individual's professional inclinations is a vital part of the learning and personal development process, as it can guide them toward areas that match their interests and abilities, thus enhancing their chances of success and personal satisfaction.

Thus, the secondary education stage is not merely a period in a student's life; it is a comprehensive phase of growth and development. It is the time when young people are prepared to face future challenges, whether in higher education or in the workforce. This stage serves as the foundation upon which students build their academic and professional futures, as their personalities are shaped, skills are acquired, and future paths are defined.

To address this issue, this study aims to highlight personality types and their relationship with both professional inclinations and responsibility among secondary school students, and to answer the following questions:

- What is the dominant personality type among secondary school students?
- Is there a statistically significant relationship between personality type and career interests?

2- Study Hypotheses:

There is a statistically significant relationship at $\alpha=0.05$ between personality type and career interests among secondary school students.

3- Importance of the Study:

The importance of the study is reflected in:

- Helping students identify their interests and inclinations toward career paths suitable for their personality and talents based on the determination of their personality types.
- Drawing the attention of school leaders and career counselors to the importance of personality types in educational choice and guidance.
- The scarcity of studies addressing these variables, making this study an attempt to enrich the knowledge base in the field.
- Contributing to the establishment of a knowledge base that can serve as a starting point for research in the field of personality.

4- Study Objectives:

- To identify the dominant personality type according to Jung's theory.
- To determine whether there is a relationship between personality types and career interests.

5- Basic Limitations of the Study:

Spatial Limit: Secondary School of Martyr Lakra Mohamed Dief Rabeh - Ouled.

Temporal Limit: Second semester of the academic year (2023/2024)

Human Limit: Secondary school students.

Cognitive Limit: The following variables were addressed: (personality types - career interests - self-responsibility).

6- Operational Definitions:

6-1 Personality Types:

The way an individual responds to internal and external stimuli is represented in two types: the extroverted type, characterized by sociability, adventure, adaptability, logical thinking, interaction with others, and good project planning; and the introverted type, characterized by self-centeredness, mystery, shyness, preoccupation with personal reality, strong beliefs, and obsession with certain ideas. This is measured by the scores students achieve on each personality type in the scale applied in this study based on Jung's personality types.

6-2 Career Interests:

A set of responses a person has toward a specific activity or a group of similar activities, which shows the extent of their love for these activities and their desire to practice them as a profession or hobby. These interests are influenced by past experiences and family upbringing, measured by the highest score obtained by the student on the "Ayad" (2011) career interest scale based on Holland's theory, modified by the researcher Hiba Allah Khiyata (2015)

7. Previous Studies

7.1. Studies Related to Personality Types:

- **Study by Ben Zaroual (2008):** Titled "Personality Types and Their Relationship to Stress: A Field Study on a Sample of Civil Protection Workers." This study aimed to investigate the relationship between personality types (A, B, C) in all their dimensions and stress in terms of its level, symptoms, professional sources, and coping strategies. The sample consisted of 395 individuals, using a correlational descriptive method with personality type scales, a stress scale, a professional stress source scale, and a stress coping strategies scale. Notable findings included a significant positive relationship between personality types A and G and stress levels, a significant negative relationship between personality type B and stress, and a tendency for individuals with personality type A to use problem-focused coping strategies more.

- **Study by Hussein Salah (2009):** Titled "Professional Personality Types Among Students of Al-Quds University According to Holland's Theory." This study aimed to identify professional personality types according to Holland's theory and to understand how students choose their university specializations, as well as differences in professional personality types based on gender, scientific specialization, and father's profession. The sample consisted of 341 students from Al-Quds University, using a field descriptive method with Holland's professional types scale. Results indicated that the dominant type among Al-Quds University students is the

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social type, with statistically significant differences between males and females in realistic and artistic personality types favoring males.

7.2. Studies Related to Career Interests:

- **Study by Abdel Razek Ibrahim (2012):** Titled "Career Interests Among a Sample of Secondary School Students with Special Needs." This study aimed to identify career interests among visually impaired and hearing-impaired students. The sample consisted of 139 students from Al-Noor schools for the blind and Al-Amal schools for the deaf in Cairo, Kafr El-Sheikh, and Gharbia, using a causal comparative descriptive method with career interest scales for the blind and for mentally disabled learners. Key results indicated statistically significant differences between the average scores of male and female visually impaired students in career interests.

- **Study by Amresh and Fantazi (2018):** Titled "Career Interests and Their Relationship to Personality Types Among Secondary School Students." This study aimed to explore the relationship between career interests and personality types, considering the effects of gender (male/female) and academic level (first secondary/second secondary). The sample consisted of 546 students, using descriptive methodology with two scales based on Holland's theory for career interests and Myers-Briggs classification for personality types. Notable results showed that all six career interest types indicated by Holland's theory were present among the sample, and all sixteen personality types mentioned in Myers-Briggs classification were also found.

1. Study Methodology:

The methodology is defined as the approach the researcher follows to study a problem in order to discover the truth. The science that studies these methods is called methodology, which has been developed by specialized scientists and philosophers who pave the way to knowledge. (Bader, 2011, p. 35) It is crucial to follow an appropriate methodology for each study. Thus, this study relied on a descriptive methodology with its three approaches (exploratory, correlational, differential) for its suitability to our current study.

2. Exploratory Study:

The exploratory study has great importance in scientific research as it serves as a preliminary study to identify and find relationships and differences among various variables. This type of study is used in many fields.

2.1. Objectives of the Exploratory Study:

The exploratory study has several objectives, including:

- Understanding the various conditions under which the main research will be conducted and identifying potential difficulties that may affect the implementation of the main study.
- Evaluating the study scales in terms of terminology and concepts, ensuring their psychometric properties of validity and reliability.
- Directly engaging with the sample members to assess their responsiveness and determine the adequate time for applying the scales.
- Identifying some shortcomings in the application procedures of the scales to avoid them during the main study.

- Defining the study population and controlling the sample, as well as establishing a plan for the implementation of the main study.

2.2. Results of the Exploratory Study:

After applying the prepared scales for scientific research purposes on the sample members, the following results emerged:

- A good understanding of the field of study.
- Confirmation of the psychometric properties of the measurement tools.

2.3. Study Sample:

The exploratory study was applied to a sample of 41 male and female students selected in a non-random, stratified manner.

3. Study Tools and Their Psychometric Properties:

Research tools are important means of collecting data related to the research topic and achieving its objectives. They help determine the researcher's capabilities, readiness, thinking styles, and research methods used. The researcher should have extensive knowledge of a variety of tools and methods and be familiar with the nature of the data being collected, as well as possess the skills to use and prepare these tools and interpret the data collected through them. To measure the variables of this study, we applied three scales:

3.1. Personality Type Scale:

In this study, we relied on the personality type scale by Amr Hassan Qassem (2013), which consists of 60 items divided into two domains: extroverted and introverted. Each domain contains four dimensions:

- First Domain: Extroverted

- Dimension 1: Extroverted Thinker, consisting of eight units (4-8).
- Dimension 2: Extroverted Affective, consisting of eight units (9-16).
- Dimension 3: Extroverted Sensory, consisting of five units (17-21).
- Dimension 4: Extroverted Intuitive, consisting of eight units (22-29).

- Second Domain: Introverted

- Dimension 1: Introverted Thinker, consisting of seven units (30-36).
- Dimension 2: Introverted Affective, consisting of eight units (37-44).
- Dimension 3: Introverted Sensory, consisting of seven units (45-51).
- Dimension 4: Introverted Intuitive, consisting of nine units (52-60).

Correction Method:

The correction of the personality type scale is done according to the following table:

Table 1: Shows the correction method used for the Personality Types Scale.

The phrases	number	Correction
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Positive phrases	20-19-18-17-16-15-14-13-12-11-10-9-8-7-6-5-4-3-2-1 29-28-27-26-25-24-23-21	1-2-3-4-5
Negative phrases	46-45-44-43-42-41-40-39-38-37-36-35-34-33-32-31-30 60-59-58-57-56-55-54-53-52-51-50-49-48-47	5-4-3-2-1

3-1-1- Psychometric Properties:

- **Validity of the Scale:** The validity was calculated using internal consistency.

1. Internal Consistency Validity:

Internal consistency validity refers to the degree to which each item in the questionnaire is consistent with the domain it belongs to. The internal consistency of the questionnaire was calculated by determining the correlation coefficients between each item in the questionnaire's domains and the total score of the domain itself, as shown in the following table:

Table 2: Shows the correlation coefficients between the score of each item and the score of the extroverted style dimension from the personality types test.

Extroverted style									
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient
01	0.29	07	0.30*	13	0.32*	19	0.22	25	0.20
02	0.36*	08	0.11	14	0.62**	20	0.32*	26	0.20
03	0.15	09	0.14	15	0.47**	21	0.33*	27	0.34*
04	0.31*	10	0.00*	16	0.46**	22	0.24	28	0.39*
05	0.12	11	.026	17	0.37*	23	0.40	29	0.19
06	0.12	12	0.06	18	0.47**	24	0.32*		

(*) Indicates a significance level of 0.05, and (**) indicates a significance level of 0.01.

Table 3: Shows the correlation coefficients between the score of each item and the score of the introverted style dimension from the personality types test.

Extroverted style									
Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient	Item	Correlation coefficient

			coefficient				coefficient		coefficient
01	0.25	08	*0.59	13	**0.45	22	**0.41	29	0.07
02	0.25	09	*0.36	16	0.22	23	**0.54	30	0.14
03	*0.34	10	0.20	17	0.22	24	0.02	31	*0.33
04	0.16	11	0.13	18	**0.53	25	**0.56		
05	**0.56	12	**0.66	19	*0.32	26	0.10		
06	*0.71	13	**0.46	20	0.28	27	**0.50		

(*) Indicates a significance level of 0.05, and (**) indicates a significance level of 0.01.

- **Reliability of the Scale:** The personality types scale contains two dimensions, making the use of Cronbach's alpha (α) inappropriate in this case. The use of Cronbach's alpha with multidimensional tests has been criticized, as it can either overestimate or underestimate the true reliability (Tigheza, 2017, p. 25).

Schmidt & Hunter (1996) argue that choosing Cronbach's alpha to estimate reliability when the scale involves multiple dimensions is an inappropriate or invalid choice for estimating reliability. Therefore, it is recommended to abandon the regular Cronbach's alpha formula when estimating reliability for a multidimensional scale and replace it with stratified alpha. The stratified alpha formula is preferred for estimating reliability in multidimensional scales, providing much more accurate results than regular alpha.

To extract the value of stratified alpha, the following equation mentioned by Feldt and Brennan (1989) was used:

$$\alpha_s = 1 - \frac{\sum_{i=1}^k \sigma_i^2 (1 - \alpha_i)}{\sigma_x^2}$$

- α_s : Stratified alpha coefficient.
- σ_i^2 : Variance of individual scores on each dimension.
- α_i : Alpha coefficient for each dimension.
- σ_x^2 : Total variance of individual scores on the scale.

Initially, the student extracted the reliability coefficient for each dimension separately using the regular alpha formula and calculated the overall reliability coefficient of individual scores on the scale using the stratified alpha formula by Feldt & Brennan, relying on both Excel and SPSS 22. The results are presented in the following table:

Table 4: Shows the results of verifying the reliability of the personality types scale.

Variance	Label	Dimension	Reliability coefficient	The equation
Dimension 1	Extroverted style	93.79	0.54	Regular alpha
Dimension 2	Introverted style	185.28	0.77	Regular alpha
Total scale		263.70	0.67	Stratified alpha

Source: Prepared by the researcher based on the outputs of SPSS 22.

From the table, we notice that the reliability coefficients for the scale and its dimensions reached acceptable levels. The total scale had a high reliability coefficient, with a value of (67%), indicating good stability of individual scores on the total scale. The reliability coefficients for both Dimension 1 and Dimension 2 were acceptable, reaching (54%) and (77%) respectively.

3-2- Professional Interests Scale:

We relied on the Professional Interests Scale by "Liyad" (2011), which was adapted by "Heba Allah Khayyata" in her study on professional interests and ambition levels in light of certain variables. The scale consists of (36) items divided into (6) dimensions as follows:

- **Dimension 1:** Realistic interest consisting of (5) items: (31-25-16-11-1).
- **Dimension 2:** Research or Analytical interest consisting of (6) items: (2-6-12-21-26-22).
- **Dimension 3:** Social interest consisting of (8) items: (3-7-9-13-17-22-27-33).
- **Dimension 4:** Exploratory interest consisting of (6) items: (4-8-18-23-28-34).
- **Dimension 5:** Conventional work interest consisting of (5) items: (5-14-19-29-35).
- **Dimension 6:** Artistic interest consisting of (6) items: (36-30-24-20-15-10).

Method of Scoring the Professional Interests Scale:

The Professional Interests Scale is scored as follows:

Table 5: Shows the correction method used for the Professional Interests Scale.

Alternatives	Degree
Never applies	1
Applies a little	2
Sometimes applies	3
Often applies	4

Fully applies	5
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3-2-1 Psychometric Properties of the Career Interests Scale

• **Scale Validity by Internal Consistency:** The internal consistency of the scale was calculated by computing the correlation coefficients between each item of the questionnaire domains and the total score of the respective domain, as illustrated in the following table:

Table No. (6): Correlation Coefficients Between Each Item Score and the Dimension Score in the Career Interests Test

Realistic Style		Investigative Style		Social Style		Exploratory Style		Conventional Style		Artistic Style	
Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient	Item	Correlation Coefficient
01	0.70**	01	0.43**	01	0.58**	01	0.28	01	0.55**	01	0.53**
02	0.63**	02	0.38*	02	**0.88	02	0.55**	02	0.46**	02	0.30
03	0.77**	03	0.66**	03	**0.78	03	0.53**	03	0.45**	03	0.22
04	0.16	04	0.63**	04	0.55**	04	0.64**	04	0.62**	04	0.76**
05	0.51**	05	0.52**	05	**0.76	05	0.63**	05	0.37**	05	0.57**
06	////	06	0.50**	06	**0.53	06	0.46**	06	////	06	0.48**
07	////	07	////////	07	0.35*	07	////////	07	////////	07	
08	////	08	////////	08	0.60**	08	////////	08	////	08	

(*). Indicates significance level 0.05 and (**) indicates significance level 0.01.

It is evident from the previous tables that the correlation coefficients for most of the scale items range between (0.16/0.88), which are statistically significant at significance levels between (0.05-0.01). This indicates that the scale items have a good degree of validity that can be relied upon in conducting the study, except for the items in the following styles:

- **Realistic Style:** (4)
- **Exploratory Style:** (1)
- **Artistic Style:** (2, 3)

These are not statistically significant and will be removed.

- **Reliability of the Scale by Cronbach's Alpha:** The reliability of the tool was confirmed using Cronbach's Alpha with the SPSS 22 program, and the results are as follows:

Table No. (7): Shows the reliability coefficient of the Career Interests Scale by Cronbach's Alpha.

Dimension	Label	Variance	Reliability Coefficient	Equation
Dimension1	Realistic Style	11.42	0.42	Cronbach's Alpha
Dimension2	Investigative Style	10.45	0.38	Cronbach's Alpha
Dimension3	Social Style	23.65	0.54	Cronbach's Alpha
Dimension4	Exploratory Style	16.43	0.44	Cronbach's Alpha
Dimension5	Conventional Style	9.67	0.21	Cronbach's Alpha
Dimension6	Artistic Style	12.97	0.35	Cronbach's Alpha
Total Scale		313.29	0.84	Stratified Alpha

Source: Prepared by the researcher based on the outputs of (SPSS 22)

It is noted from the table that the reliability coefficients for the scale and its dimensions reached acceptable levels, with the total scale enjoying an acceptable reliability coefficient of (84%), which is a very good value reflecting the stability of individuals' scores on the total scale.

4- Main Study

4-1- Sample of the Main Study:

The current study was applied to a non-random sample of (150) individuals, selected non-randomly. Its characteristics are as follows:

4-2- Characteristics of the Main Study:

The study population included (469) male and female students from Lqra Muhammad Dhef Secondary School in Rabah, distributed across three levels (First Year - Second Year - Third Year) for all the sections available. A sample of (150) students was taken as follows:

Table No. (11): Distribution of the Study Sample by Variables (Section/Level)

Level	Total Students	Section	Number of Students	Sample Individuals
First Year	152	Literature	43	14
		Sciences	109	35
Second Year	154	Literature and Philosophy	69	22
		Experimental Sciences	43	14
		Management and Economics	14	5
		Process Engineering	12	4
		Electrical Engineering	13	4
Third Year	163	Literature and Philosophy (duplicate)	42	13
		Experimental Sciences (duplicate)	71	23
		Management and Economics	25	8
		Process Engineering	19	6
		Electrical Engineering	6	2
Total		469		

We observe from Table No. (4) that from the first year, we selected (49) male and female students from both the (Literature and Sciences) sections, with (14) students chosen from the Literature and Philosophy section, and (35) students from the Experimental Sciences.

From the second year, the total was (49) students distributed as follows: (22) students from the Literature section, (14) students from the Sciences, (5) students from Management and Economics, (4) students from Process Engineering, and (4) students from Electrical Engineering.

For the third year, (52) students were selected, distributed as follows: (13) students from Literature and Philosophy, (23) students from Experimental Sciences, (8) students from Management and Economics, (6) students from Process Engineering, and (2) students from Electrical Engineering.

5- Statistical Methods

No scientific research is complete without the use of statistical methods to analyze variables. The statistical analysis of the data was carried out using the Statistical Package for the Social Sciences (SPSS 22), employing the following methods:

- Mean
- Standard deviation
- Pearson correlation coefficient
- T-test

1- Answering the First Question:

A five-point Likert scale was used for the respondents' answers, allowing each respondent to choose one answer from five alternatives. The scale ranges from (5) to (1), with the following scoring:

- Always or strongly agree (5 points)
- Often or agree (4 points)
- Sometimes or don't know (3 points)
- Rarely or disagree (2 points)
- Never or strongly disagree (1 point)

After that, the survey data was coded and entered into a computer using the SPSS software, designated as (SPSS 22). To determine the length of the cells in the five-point Likert scale used in the study's sections, the range (5-1=4) was calculated, then divided by the number of scale cells to obtain the correct cell length, i.e., (4/5=0.80). This value was then added to the lowest value on the scale, starting at one, to determine the minimum and maximum thresholds for the cells. Thus, the cell lengths were defined as follows:

- From 1 to 1.80 represents (Never or strongly disagree).
- From 1.80 to 2.60 represents (Rarely or disagree).
- From 2.60 to 3.40 represents (Sometimes or don't know).
- From 3.40 to 4.20 represents (Often or agree).
- From 4.20 to 5 represents (Always or strongly agree).

Table No. (12): Means, Standard Deviations, and Relative Importance of the Scale Sections Ordered in Descending Order:

Sections	Number of Items	Mean	Standard Deviation	Relative Importance	Importance Level
First: Extroverted	29	104.06	10.69	71.80%	High
Second: Introverted	31	79.14	14.93	51%	Low
Total	60	183.20	17.81	45.8%	Medium

From the table above, we find that the first axis, the extroverted style, contains (29) items, with a mean of (104.06) and a standard deviation of (10.69). The relative importance for this axis is (71.80%), which is considered high.

As for the second axis, the introverted style, it contains (31) items, with a mean of (79.14) and a standard deviation of (14.39). Its relative importance is (51%), which is low.

It is clear that the dominant style among the sample individuals is the extroverted style. The researcher attributes this to the fact that the social school environment during the secondary education phase is a crucial factor in the prevalence of the extroverted style among students. This result aligns with the study by John and Locas, which confirmed that the dominant style among male students is social.

Schools focus on group activities such as sports, school projects, and cultural events that enhance social interaction. Students receive positive reinforcement from social rewards like peer acceptance and popularity, encouraging them to adopt extroverted behaviors. Additionally, adolescence is a critical period for psychological and social development, as teenagers seek to build their identities and establish strong relationships, increasing their tendency towards extroversion.

The extensive use of social media and online multiplayer games further enhances communication and social engagement, supporting extroverted traits. Finally, educational systems promote the extroverted style by favoring group work, discussions, and collaborative projects in educational activities, contributing to the reinforcement of this style among students during this sensitive phase of their lives.

Moreover, cultural norms can play an important role in this context, as extroverted behaviors are often valued and preferred in many societies, encouraging youth to adopt this style to enhance opportunities for success and effective social interaction. Additionally, physiological and psychological changes during adolescence may also reinforce extroversion, as young people tend to seek new experiences and explore their personal and social boundaries. Lastly, family factors can be influential, as parents and relatives may encourage youth to be social and participate in various activities, fostering the development of extroverted traits.

2- Presentation and Discussion of the Results of the First Hypothesis Test

The first hypothesis states: There is a statistically significant correlation at $\alpha=0.05$ between personality types and career orientations among secondary school students.

This hypothesis was measured using the Pearson correlation coefficient, using the Statistical Package for the Social Sciences (SPSS 22). The results obtained are shown in the following table:

Table No. (13): Pearson Correlation Matrix Between Dimensions of Personality Types and Career Orientations.

Fields	Realistic	Research	Social	Investigative	Conventional	Artistic	Overall
Extroversion	R: 0.02	R: 0.03	R: 0.14	R: 0.14	R: 0.17	R: 0.06	R: 0.13
	α : 0.83	α : 0.74	α : 0.08	α : 0.08	α : 0.03	α : 0.43	α : 0.10
	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150
Introversion	R: 0.13	R: 0.13	R: 0.06	R: 0.16	R: 0.15	R: 0.11	R: 0.16

Fields	Realistic	Research	Social	Investigative	Conventional	Artistic	Overall
	α : 0.11	α : 0.11	α : 0.46	α : 0.05	α : 0.06	α : 0.16	α : 0.05
	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150
	R: 0.12	R: 0.09	R: 0.03	R: 0.05	R: 0.02	R: 0.06	R: 0.05
Overall	α : 0.14	α : 0.25	α : 0.69	α : 0.57	α : 0.77	α : 0.48	α : 0.52
	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150	N: 150

From the table above, it is clear that the extroverted style is not statistically significant in its relationship with the following career orientations: realistic ($r=0.02$, $\alpha=0.83$), research ($r=0.03$, $\alpha=0.74$), social ($r=0.14$, $\alpha=0.83$), investigative ($r=0.14$, $\alpha=0.08$), artistic ($r=0.06$, $\alpha=0.43$), and is significant with the conventional style ($r=0.17$, $\alpha=0.03$).

On the other hand, the introverted style is also not statistically significant in its relationship with the following career orientations: realistic ($r=0.13$, $\alpha=0.11$), research ($r=0.13$, $\alpha=0.11$), social ($r=0.06$, $\alpha=0.46$), conventional ($r=0.15$, $\alpha=0.06$), artistic ($r=0.11$, $\alpha=0.16$), and is significant with the investigative style ($r=0.16$, $\alpha=0.05$).

Thus, we accept the research hypothesis stating that there is a statistically significant correlation between personality types and career orientations. The researcher attributes this to the positive correlation between the extroverted personality type and the conventional career orientation, which can be explained by the personal and social traits that characterize extroverted individuals, aligning with the requirements and tasks of certain traditional professions. Extroverted individuals are typically social and enjoy interacting with others, making them suitable for professions that require continuous social interaction, such as teaching, sales, or customer service. Additionally, extroverts possess good communication skills, enabling them to express themselves clearly and effectively in traditional work environments. Their energy and vitality help them perform well in professions that demand sustained energy and activity. Their high self-confidence allows them to take on leadership roles and responsibilities. Finally, despite their love for variety in social interaction, they may enjoy a defined work routine if it involves ongoing interaction with people. Collectively, these factors create a positive correlation between the extroverted personality type and the conventional career orientation.

In addition to the aforementioned traits, extroverts have a high ability to build strong and quick relationships with others, enhancing their success in professions that rely on social networks and public relations. These social skills enable them to interact efficiently with

coworkers, clients, and customers, boosting their productivity and effectiveness in traditional work environments.

Extroverts are often optimistic and positive, creating a comfortable and motivating work environment for others. Their optimism and enthusiasm can be contagious, helping to improve team morale and increase job satisfaction for everyone. This type of positive influence makes them particularly suited for professions that require teamwork and continuous collaboration.

Furthermore, extroverts demonstrate flexibility and adaptability to changes and pressures in the work environment. This adaptability helps them cope with various challenges that may arise in traditional professions, where they may encounter changing or unexpected situations requiring quick reactions and effective solutions.

Moreover, extroverts often exhibit strong analytical and creative skills, allowing them to think outside the box and provide innovative solutions to challenges they may face in the workplace. This type of creativity and innovative thinking can have a positive impact on developing and improving work processes within the organization.

Additionally, extroverted individuals tend to enjoy work environments that allow them freedom and flexibility in organizing their time and work methods. They may find that traditional professions offer this type of freedom and flexibility, whether through time management or choosing suitable methods to complete tasks.

In conclusion, the personal qualities of extroverts, including sociability, good communication, energy, self-confidence, relationship-building ability, optimism, and flexibility, make them highly compatible with traditional professions that rely on continuous human interaction, teamwork, and effective communication. These combined factors contribute to forming a positive correlation between the extroverted personality type and the conventional career orientation.

As for the positive relationship between the introverted personality type and the investigative career orientation, this relationship reflects the introverted personality style characterized by isolation and internal thinking, while the investigative career orientation involves a willingness to try new things and seek challenges. The positive correlation here can be interpreted as the tension between the desire for exploration and the introverted person's inclination to avoid new social or professional situations. In some cases, an introverted person may wish to explore new fields and challenges, but introversion may hinder this exploration due to a preference for isolation and comfort within their usual comfort zone.

An introverted individual often prefers solitude and internal reflection, indicating a preference for alone time to relax and contemplate. However, they may also have a desire for challenge and exploration of new fields to expand their professional horizons. Therefore, they use the investigative career orientation as a means to explore new areas and achieve challenges without needing excessive social engagement, which the introverted person may not prefer. Thus, the introverted person can meet their personal need for isolation while providing themselves with opportunities for professional growth and exploration without compromising their personal preferences. The investigative career orientation can also help the introverted person develop their skills and increase their self-confidence in new areas. For example, by trying new activities or discovering different professional skills, the introverted person may find opportunities for personal and professional growth and enhance their personal capabilities.

Additionally, the investigative career orientation can open new horizons for the introverted person, allowing them to discover skills and interests they were previously unaware of. For instance, an introverted person may discover a talent in a particular field or a new passion that they can explore and develop thanks to the investigative career orientation.

In general, the positive relationship between introversion and the investigative career orientation can achieve an ideal balance between personal and professional needs, allowing individuals to succeed and evolve in their personal and professional paths without feeling contradiction or pressure.

The positive relationship between the introverted personality type and the investigative career orientation can be described as a harmonious path where internal calm merges with a passion for external discovery. The introverted person reflects inner depth and readiness for deep thinking, while the investigative career orientation represents their desire to explore new horizons and exciting challenges. This harmonious balance allows individuals to develop and grow in both their personal and professional lives without conflict or contradiction, but rather with integration that nourishes their spirit and mind in a continuous journey toward improvement and evolution. Just as the introverted individual deepens their thinking and explores their internal worlds, they benefit from the investigative career orientation to inspire and motivate them to explore the unknown and discover new possibilities, ultimately achieving the ideal balance between self-integration and interaction with the external world, forming a complete and enjoyable life rich with enrichment and development.

The results of this study agree with the study by John and Locas, which demonstrated a significant level of correlation between personality types and career choice among undergraduate students.

General Conclusion

After selecting the topic, defining the problem, formulating scientific hypotheses, stating the objectives and significance, reviewing previous studies, and gathering information for theoretical coverage, as well as exploring the literary heritage of this study, we proceeded to the field work, conducting exploratory and primary studies. We processed the data using the SPSS22 statistical package, leading to the following results:

- The predominant personality style among secondary school students is the extroverted style.
- There is a positive correlation between the extroverted personality style and the conventional career inclination, as well as a relationship between the introverted personality style and the exploratory career inclination.

From these results, we can conclude that secondary school students tend to be more extroverted and open than introverted, interacting confidently with society. Those with an extroverted style are more inclined toward traditional careers, which are familiar and require less effort, while introverts lean towards exploratory careers that involve experiences and adventures.

Study Recommendations

- Conduct similar research on other groups beyond adolescents and in different environments.

- Introduce a curriculum focused on personality types to increase students' awareness of their personalities.
- Reassess and develop educational programs to align with the distinctive thinking styles of secondary school students.
- Pay attention to career inclinations and consider them when choosing academic specializations and future professions.
- Study new variables alongside personality types, such as social responsibility, and conduct further research related to self-responsibility and its levels.
- Provide informational sessions on personality types and equip students with knowledge about desired specializations, understanding their career inclinations, and opportunities available to them in their environment regarding these specializations and future prospects.

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