
The Contribution of Personality Type (A) to Predicting the Professional Ambition of Gifted Students

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Abstract

The current study aimed to verify the degree of contribution of personality type (A) in predicting the professional ambition of gifted students. The study sample consisted of (97) students from two schools for gifted students in Mecca and Jeddah in the Kingdom of Saudi Arabia, and two scales were developed: the personality type (A) scale, and the ambition scale. Professionalism, and psychometric properties were verified for honesty and reliability, and the results of the study found that personality type (A) and professional ambition of gifted students were average, and it was found that there was a positive negative correlation between personality type (A) and professional ambition, and it was found that personality type (A) predicts professional ambition. And based on the results of the study, some recommendations were made, including working to reduce the personality type (A) among gifted students, and encouraging students to improve their professional ambition.

Keywords: personality type (A), Career Ambition, and gifted students

1. INTRODUCTION

Gifted students are given increased attention in the countries of the developed world. However, more attention should be directed towards the gifted students in developing countries, where gifted students are seen as the real preserver in short and the long run in the face of the problems that those countries may encounter and are seen as the starting point to construct their scientific bases in the different domains of human activity. Also, paying more attention to some psychological sides, such as personality type (A) and ambition, is considered as one of the manifestations that directly affect the lives of gifted students; they may also contribute to limiting their potential. Therefore, more attention may contribute to making advantage of the gifted capabilities.

According to the Saudi ministry of education (1425 H), gifted students are defined as the students who have extraordinary abilities or distinguished performance as compared to their peers in one or more domains determined by the community, especially the domains of mental superiority, creative thinking, academic achievement as well as special abilities and skills; those students require special educational care that is not completely available in the usual school curriculum.

The category of the gifted, who have extraordinary potentials and abilities, is considered a developmental and human value and a national wealth for developed and developing communities since they represent the real wealth and resources for their communities. Several researches and studies revealed that gifted students exposed to high levels of usual teaching that doesn't challenge their abilities would be less interested in doing their academic tasks. Thus they won't make serious efforts about that. Therefore, enrichment educational programs are considered one of the important educational attitudes in caring for the gifted (Suliman & Othman, 2015).

Students have a basic role in the life of each nation since they are viewed as cells full of vitality and a constant supply of supporting life with new creative powers; the youth occupy an advanced position within the plans of the development (Ibrahim, 2004).

Personality type (A) affects health and has a role in the workplace, where researchers noticed that enhancing the positive characteristics of such personalities has the potential of increasing the performance of employees and increasing productivity; type (A) is a competitive one, often seeks challenges and sets

higher criteria for performance as compared to personality type (B). Therefore, there is a connection between the speed of professional achievement and income (Siripipat, 2000).

The type within personality is defined as a specific compound of certain traits, such as length, weight or temperament; The characteristics within the same type are similar but different from the characteristics of the other types (Radwan, 2002). Despite the several perspectives about personality, researchers agreed that personality means the methods of acting, thinking and feeling which distinguish individuals from each other; i.e. thoughts, feelings, and behaviours are those elements that distinguish the individual in dealing with people and events (Saleh, 2007).

Individuals with type (A) personalities are more inclined toward severe competition, feeling of impatience, and the inability to self-restraint (Jenkins et al. 1979). Davison and Neal (1982) suggested that individuals with type (A) personalities are characterized by competitiveness, increased hurry, aggression, and an excessive commitment to work (Saleh, 2000).

Personality type (A) affects health and has a role in the workplace, where researchers noticed that enhancing the positive characteristics of such personalities has the potential of increasing the performance of employees and increasing productivity; type (A) individual is a too competitive one, often seeks challenges and sets higher criteria for performance as compared to personality type (B).

The level of ambition is considered one of the dimensions of human personality, given its effect on the life of individuals and groups as well as the activities and achievements related to that. Therefore, this concept received more interest as researchers attempted to determine its nature and the difference between ambition as a meaning and the level of ambition as a thing; ambition is a measurable conceptualization. Some researchers can't distinguish between ambition and the level of ambition, considering that they can be used interchangeably. However, this conceptualization is incorrect, since ambition is a theoretical pre-conceptualization, while the level of ambition is a post outcome related to a quantitative measurement (Awwad, 2007).

It is noticed that the concept of the student's ambition is frequently used in education. It is expected that the students with challenging goals are more adaptive to tasks and feel the importance of targeted purposes, and they are also more inclined to learn and acquire knowledge. Therefore, it is not surprising to give more priority to the element of raising the student's ambition (Quaglia and Cobb, 1996).

Some traits distinguish the ambitious individual, which can be uncovered and determine how we can deal with that individual. The ambitious person has many traits, including his inclination towards struggle, optimistic view towards life, ability to take responsibility and depend on himself in doing tasks, persistence and inclination towards superiority in performing tasks according to a pre-developed plan (Al-Shoqour, 2012). (Stutzer, 2004) suggested that ambitions play a prominent role in achieving psychological happiness among individuals, where the individual with high levels of ambition is characterized by the ability to compete, take risks, challenge and control himself (Batha, 2004). In this context, (Al-Tarawneh, 2016) suggested three levels of ambition. The first one is the ambition that is equal to potential, where ambition comes after the processes of Perception and evaluation through which the individual estimates his potential and readiness; the second level is the ambition that is not less than potential, where the individual has high potentials and capabilities, but can't construct a level of ambition that is equal to those potentials; the third one is the ambition that surpasses potentials, where the individual ambition is higher than his potentials, and there is a contradiction between ambition and potentials, the so-called unrealistic ambition.

Al-Masri (2011) suggested that ambition is affected by several factors, including intelligence, gender, social class standards, family life and parents' ambition, competition with others, the expectations of the reference group, media, and personality traits. Therefore, investigating personality type (A) may affect ambition among gifted individuals. By reviewing the theoretical background of the three concepts, it is obvious that they are new and important, and their role could be evident among gifted students.

2. THE STUDY PROBLEM

Gifted students are considered a real wealth since they are considered the most important foundations in constructing the community and the country; therefore, it is necessary to provide them with a distinctive environment and potential to achieve more progress, civilization and human knowledge in a time that only acknowledges superiority in mind, innovation and creativity. Hence, dedicating efforts to investigating

academically superior students' social and emotional needs is an important foundation for establishing the best conditions for developing and investing their potential for their benefit and the advantage of their community.

The study problem answers the following main question: what is the level of the predictive power of personality (A) among gifted students and its relationship with their ambition?

3. THE STUDY QUESTIONS:

1. The study attempts to answer the following questions:
2. What are the levels of type (A) personality and professional ambition among the gifted students in the gifted schools in the kingdom of Saudi Arabia?
3. Are there statistically significant differences between type (A) personality and professional ambition among gifted students in middle-stage schools?
4. What is the predictive power of type (A) personality in professional ambition among gifted students in gifted schools?

4. THE IMPORTANCE OF THE STUDY:

The importance of the current study is derived from its contribution as follows:

First, theoretical importance:

This study contributes to identifying the level of psychological variables among gifted students, providing the school and family with information about the nature of those variables to improve them. The study also combines these variables to identify the relationship between them. This topic derives its importance from the nature of the group of gifted students in gifted students; this group is considered an influential and important human power in the community, where it requires more care to ensure its future in a way that contributes to achieving cognitive and knowledge accumulation.

The applied importance:

This study provides information about how gifted students deal with gifted students according to their psychological variables. This study could benefit counsellors as it sheds light on how gifted students live and their relationship with the type (A) personality and ambition. The study also provides new scales that can be used in diagnosing gifted students.

The objectives of the study:

The current study aims to

- Identify the level of type (A) personality and professional ambition among the gifted students in the gifted schools in the kingdom of Saudi Arabia.
- Identify whether there are statistically significant differences between type (A) personality and professional ambition among gifted students in middle-stage schools.
- Investigate the predictive power of type (A) personality in professional ambition among gifted students in gifted schools.

5. CONCEPTUAL AND PROCEDURAL DEFINITIONS:

Gifted students:

Educational definitions are important trends in defining gifted students, which refer to specific educational programs that satisfy the needs of gifted and talented people. The American Educational Office (1971), with reference to (Marland, 1972), defined the gifted by focusing on the importance of detecting the gifted students by the help of specialists, and suggested that the gifted individuals have the readiness in one or more of the following domains: general mental ability, special academic readiness, creative thinking, leadership ability, as well as the talent in visual or performance arts. He modified this definition after being exposed to several critics (Clark, 2008). It is procedurally defined as a group of students who study at the gifted schools in the kingdom of Saudi Arabia.

Personality type (A):

Rosenman et al. (1964) defined it as a behavioural pattern, where the individual is characterized by a multifaceted competitive disposition, where he seeks achievement, feels impatient and easily evoked and aggressive. His facial muscles tend to be tense when talking (Saleh, 2000). It is procedurally defined as the score obtained by the student on the scale developed for the purposes of the current study.

Career ambition:

Hoop defined it as the individual's expectations, objectives and requirements related to his future achievements (Moda' and Tawirpirbit, 2019). It is procedurally defined as the score obtained by the students on the scale developed for the current study.

The previous studies:

The first part is about the studies that addressed the types of personality.

(Nairoukh, 2007) conducted a study aimed at identifying gifted students' most important personality skills. The results revealed that the gifted students manifested a higher ability in social adaptation than personal adaptation, especially in the dimension related to the child's relationship with his family, which confirms the child's belonging to his family, followed by the dimension of the student's acknowledgement with social levels; realizing the rights of others and his duty towards them, and the dimension of the student's relationship with the school. As for the domain of personal adaptation, the highest value was for the dimension of the child's feeling of his value, followed by the student's lack of neurotic disorders, while the lowest value was for the dimension of the student's dependency on himself and his freedom from the desire to be alone.

Al-Awamleh, Akroush, and Al-Khateeb (2013) conducted a study to identify the level of personality traits among the gifted students in kindergarten in Amman according to the scale of Bride and its relationship with some variables among a sample that consisted of (120) male and female students in Amman in the preliminarily and preparatory stages. The results showed that the level of personal characteristics among the kindergarten students in Amman according to the Bride scale was high and medium. The results revealed no statistically significant differences attributed to the variable of gender and the order of children in all the traits and the instrument as a whole.

Boland et al. (2014) conducted a study which aimed at identifying the prevalence of personality types (A) and (B) and their relationship with psychological stressors among gifted students in the middle stage in the kingdom of Bahrain. The results revealed that personality type (A) is the most common with a percentage of (73.6%) and was also more common among the male students. The results revealed the most common psychological stressors among the study sample individuals, followed by school, social and domestic stressors. The results indicated a relationship between personality type and the types of stressors.

Abu Farha and Khazaaleh (2018) conducted a study to identify the personality types and their relationship with professional ambition among gifted students in Jordan. The researcher used the scale of personality patterns and professional ambition. The results revealed that the level of professional ambition is medium. There is a statistically significant negative relationship between neurotic personality, the pattern of pseudo personality and psychotic personality, and professional ambition among gifted students.

The second part: the studies that addressed professional ambition

Faisal (2013) conducted a study aimed at identifying the relationship between time management and the level of ambition among male and female students and the differences between male and female gifted students in time management. The study sample consisted of (245) male and gifted female students in the secondary stage. The researcher used the scale of ambition level among adolescents, developed by Amaal AbdulSami' Batha and the scale of time management developed by the researcher. The results revealed that there is a positive correlation relationship between time management and ambition level.

AbdulWahid (2017) A study aimed at identifying the relationship between orientation towards life and the level of ambition among a sample of gifted and non-gifted hearing-impaired students. The results revealed a relationship between orientation toward life and the study of individuals' ambition levels. The results

revealed no differences in orientation towards life and ambition level according to gender (males, females). The results also revealed statistically significant differences in positive orientation and ambition level according to talent (gifted, non-gifted) in favour of the gifted.

Al-Ghamidi (2019) conducted a study to identify the achievement motivation among a sample of gifted students in the middle stage in Al-Baha region. The study sample consisted of (100) male and female students from the middle stage. In order to achieve the study objectives, the researcher used two instruments to measure the ambition and achievement motivation among the sample individuals. The results revealed that the level of ambition and achievement motivation was high among the gifted students in the middle stage in the city of Al-Baha.

Commenting on the previous studies:

Reviewing the previous studies, the researcher didn't find any studies that addressed the same topic as the current study in the local environment. Several studies paid attention to the research on personality traits and ambition and linked that with some variables among gifted students. This study addressed variables among gifted students and linked that with some relevant variables; this context wasn't addressed in the previous studies. The current study takes advantage of the previous studies when developing the scales, selecting the research methodology and discussing the results. The current study provides results that could be beneficial for counsellors and students to identify the predictive power for personal traits and ambition among gifted students according to their demographic variables.

6. THE METHODOLOGY

The researcher used the predictive, descriptive approach.

The study population: the study population consisted of all the gifted students. They are studying at the schools of gifted female students in Jeddah in the South of the kingdom of Saudi Arabia, as well as the Middle and secondary schools for gifted female students from the first preparatory grade to the third secondary grade in Mecca for the academic year (2020- 2021) with a total of (130) female students according to the statistics of measurement centre in the ministry of education.

The study sample: the study sample consisted of (97) female students from the two schools after excluding (3) female students due to not responding to the questionnaire items and specifying (30) female students for the sample to verify validity and reliability. The students are identified based on a scale of gifts that is applied in cooperation with the institution of King Abdul-Aziz, where the scale of enriching gifts and English language is applied, in addition to the school curriculum. Due to the corona pandemic, the study was online, and communication was held via the mobile phones of the student's parents.

The study instruments:

In order to achieve the study objectives, three scales were developed: type (A) personality, uncovering professional inclinations, and professional ambition.

First, the scale of type (A) personality:

This scale aims to identify the personality type (A) level among gifted students. To achieve the study objectives, the researcher developed the type (A) personality scale by referring to the theoretical literature and previous studies (e.g. Youssif, 2001, Ibrahim, 2004). The scale consisted of (28) items and a single whole degree- all in one direction that measures the increase in type (A) personality among the students. To verify the scale's suitability for the study environment and objectives, the researcher verified the scale's psychometric characteristics as follows:

First, the validity of the scale:

The following validity indicators were calculated for the scale:

1- The face validity:

In order to verify the face validity of the scale, the study instrument was introduced to (10) arbitrators from the Jordanian Universities, where they were asked to give their opinion about the items in

terms of their belonging to the domains, the clarity of items, the accuracy of paraphrasing and the scale's suitability to achieve the study objectives. The arbitrators' notices were based on (80%) of the agreement, either by deleting, adding or modifying items. Based on the arbitrators' opinions, (6) items were paraphrased, while no items were added or deleted.

2- The validity of internal construct validity:

The correlation coefficient was calculated between the performance of the study sample individuals in each item of the type (A) personality scale with the total degree by applying the study instrument to the individuals of the pilot study sample with a total of (30) female students from outside the study sample and from its population. The results revealed a correlation between the score of each item of the type (A) personality scale with the total score of the scale, where the correlation coefficients of the items ranged between (0.38 – 0.81)- these values are suitable for the current study.

Second, the reliability of the scale:

The scale's reliability was verified using three methods as follows:

1- Reliability by test-retest

The instrument's reliability was verified by applying it to a pilot sample that consisted of (30) female students of those enrolled in the schools of gifted students from outside the study sample. The reliability coefficient was calculated by (test-retest) for three weeks between the two applications. Table (1) shows the results.

2- Reliability by using Cronbach alpha coefficient:

Cronbach Alpha was used to calculate the reliability values of the individuals in the pilot study sample. Table (1) shows the results.

3- Half-split reliability:

The reliability of the type (A) personality scale was calculated using the half-split for the test items. Table (1) shows the results.

Table (1)
The values of reliability coefficients using test-retest, Cronbach alpha and half-split for type

(A) personality scale			
Number of items	Test-retest	Cronbach alpha	Half-split
28	**0.90	0.89	**0.81

Table (1) showed that the reliability coefficients were suitable, where this value is suitable for this type of educational study. The value of reliability coefficients using test-retest was (0.90), Cronbach alpha (0.89), and half-split (0.81). Therefore, the scale was used and adopted due to its compatibility with the current study's items.

The way of scoring and interpreting type (A) personality scale

The scale is answered based on the Likert 5-point rating scale, where scores are calculated according to the type of the item, as follows: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). The final score was calculated by collecting the scores that she gained. Theoretically, the score obtained by the respondent ranges between (28-140). In order to interpret the score obtained by the student, the median formula is calculated as follows: (1- 2.33) refers to a low level of personality type (A), (2.34-3.67) refers to a medium level of personality type (A), a (3.68-5) refers to a high level of personality type (A).

Second, the scale of professional ambition

The scale of professional ambition aims to identify the level of professional ambition among gifted students. In order to achieve the study objectives, the scale of professional ambition was developed by reviewing the theoretical literature and previous studies (e.g. AbdulMajid, et al., 2019; Al-Zahrani, 2009; Abdullah, 1999; Awwad, 2007). The scale consisted of (34) items and a single whole degree- all in one direction that measures

the increase in professional ambition among the students. To verify the scale's suitability for the study environment and objectives, the researcher verified the scale's psychometric characteristics as follows:

First, the validity of the scale:

The following validity indicators were calculated for the scale:

1- The face validity:

In order to verify the face validity of the scale, the study instrument was introduced to (10) arbitrators from the Jordanian Universities, where they were asked to give their opinion about the items in terms of their belonging to the domains, the clarity of items, the accuracy of paraphrasing and the scale's suitability to achieve the study objectives. The arbitrators' notices were considered based on (80%) of the agreement, either by deleting, adding or modifying items. Based on the arbitrators' opinions, (7) items were paraphrased, while no items were added or deleted.

2- The validity of internal construct validity:

Correlation coefficients were calculated between the performance of the study sample in each item of the professional ambition scale with the total degree by applying the study instrument to the individuals of the pilot study sample with a total of (30) female students from outside the study sample and from inside its population. The results revealed a correlation between the score of each item on the professional ambition scale with the total score of the scale, where the correlation coefficients of the items ranged between (0.50 – 0.85)- these values are suitable for the current study.

Second, the reliability of the scale:

The scale's reliability was verified using three methods as follows:

1- Reliability by test-retest

The instrument's reliability was verified by applying it to a pilot sample that consisted of (30) female students of those enrolled in the schools of gifted students from outside the study sample and from inside its population. The reliability coefficient was calculated by (test-retest) for three weeks between the two applications. Table (2) shows the results.

2- Reliability by using Cronbach alpha formula:

Cronbach Alpha was used to calculate the reliability values of the individuals in the pilot study sample. Table (2) shows the results.

3- Half-split reliability:

The reliability of the professional ambition scale was calculated using the half-split for the test items. Table (2) shows the results.

Table (2)
The values of reliability coefficients using test-retest, Cronbach alpha and half-split for professional ambition

Number of items	Test-retest	Cronbach alpha	Half-split
34	**0.86	0.80	**0.77

Table (2) showed that the reliability coefficients were suitable, where this value is suitable for this type of educational studies. The value of reliability coefficients using test-retest was (0.68), Cronbach alpha (0.68), and for half-split (0.77). therefore, the scale was used and adopted due to its compatibility to the items of the current study.

The way of scoring and interpreting the professional ambition scale

The scale is answered based on the Likert 5-point rating scale, where the scores are calculated according to the type of the item, as follows: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). The final score is calculated by collecting the scores that she obtained. Theoretically, the score obtained by the respondent ranges between (34-170). In order to interpret the score obtained by the

student, the median formula is calculated as follows: (1- 2.33) refers to a low level of personality type (A), (2.34-3.67) refers to a medium level of personality type (A), and (3.68-5) refers to a high level of professional ambition.

The study procedures:

After completing the preparation of the study in its final image, the following procedures were performed:

- The researcher reviewed the theoretical literature and the previous studies related to personality type, professional inclinations and professional ambition.
- The official approval was obtained from Mu'tah university and the directorate of education.
- Two scales were developed.
- The researcher verified the psychometric characteristics of the two scales: type (A) personality and professional ambition.
- The link was inserted on Google drive, and the students were asked to respond to them.
- Data were analyzed using (SPSS).
- The study questions were answered by displaying, analyzing and discussing the results in the light of the theoretical framework and the previous studies, then recommendations and suggestions were introduced and discussed.

Displaying and discussing the results and recommendations:

Displaying and discussing the results of the first question:

What is the level of type (A) personality and professional ambition among the gifted students in the gifted schools in the kingdom of Saudi Arabia?

In order to answer this question, means and standard deviations were calculated . Table (3) shows the results of the level of type (A) personality among the gifted students

Table (3)
Means and standard deviations for the responses of the study sample individuals on the scale of type (A) personality

Number	Item	Mean	SD	Level	Order
21	I get upset if I lost a game or activity	3.50	1.18	Medium	1
18	Thinking about my work prevents me from listening well to others.	3.41	1.05	Medium	2
2	I wish I had more than 24 hours in a day to be able to do all my work.	3.38	0.83	Medium	3
13	I keep you thinking about things even before I go to sleep	3.24	0.82	Medium	4
16	I make advantage of holidays to accomplish my accumulated work	3.23	1.01	Medium	5
24	I think that my goals are difficult to be achieved	3.16	0.92	Medium	6
25	Many people describe my ambitions as unrealistic	3.12	0.94	Medium	7

23	I have a urgent desire to be the best	3.10	1.06	Medium	8
17	I feel guilty when I spend a luxurious time away from work	3.06	1.08	Medium	9
10	I feel annoyed from the difficulty of completing tasks due to the various obstacles	3.05	1.19	Medium	10
4	I feel upset if time is wasted	3.04	0.91	Medium	11
7	I like the speed when driving or riding a car	3.03	0.98	Medium	12
28	I am doubtful about other people's intentions	2.99	1.14	Medium	13
26	I tend to get frustrated when I think about the goals that I didn't accomplish yet.	2.95	1.28	Medium	14
27	I find it difficult to trust others	2.91	1.09	Medium	15
3	I have a piling-up work due to the lack of time	2.88	0.60	Medium	16
5	I believe that speed is a basic factor for success in doing any work	2.87	0.91	Medium	17
15	Being busy with work prevents me from having enough time for rest	2.87	0.86	Medium	18
1	I think that there is not enough time to accomplish what I desired	2.81	0.84	Medium	19
6	It seems that I am in an accelerated racing with time	2.79	0.85	Medium	20
14	I have many thoughts in mind when talking to others	2.75	1.32	Medium	21
11	I do my work , while my mind is occupied with other things	2.73	0.61	Medium	22
8	I aim to do more than one task at the same time	2.64	0.71	Medium	23
22	I'm more interested in winning games more than my interest in enjoying them	2.52	1.15	Medium	24
12	I find myself thinking about topics that are away from my conversation with others	2.40	0.68	Medium	25
19	I try to anticipate a summary of what others want to say to save more time	2.35	1.13	Medium	26
9	I make a scheduling for too much work in a limited time	2.29	0.66	Low	27
20	I look for the most effective way to get my work done and excel at it	2.14	1.25	Low	28
	The total score of type (A) personality	2.90	0.40	Medium	

Table (3) showed that the level of type (A) personality was medium, with a mean of (2.90) and a standard deviation of (0.40); the items ranged between low and medium, and the highest items were in type (A) personality, as follows: "I get upset if I lost a game or activity", "Thinking about my work prevents me from listening well to others", and "I wish I had more than 24 hours in a day to be able to do all my work", while the lowest items in type (A) personality were as follows: "I look for the most effective way to get my work done and excel at it", " I make a scheduling for too much work in a limited time", and " I try to anticipate a summary of what others want to say to save more time."

It seems that the gifted students obtained a medium degree in type (A) personality which refers to looking for perfectionism and could reach a degree of neuroticism due to their urgent need to achieve high goals for themselves; this could contradict with their existing reality that allows them to make plans. Due to their high mental abilities, those students aim to reach several achievements which, in turn, imposes more stress on them.

The result of the current question agrees with (Nairoukh, 2007), which addressed the most important personal traits among the gifted students, and (Tannous, Rihani, and Al-Zoboun, 2012) which revealed that gifted students are characterized by a higher level of intelligence and are more inclined towards control, adventure and

innovation as compared to their normal peers. This finding also agrees with (Al-Awamleh, Akroush and Al-Khateeb, 2013) which revealed a high level of personal traits, and with (Boland et al, 2014), which showed type (A) personality is the most common type among the gifted students. Also, this result agrees with (Al-Harithi and Shaheen, 2017) which revealed that the big five factors were with a medium level. It seems that the gifted students seek to reach type (A) personality because they feel that they have more energy and that they need to need to invest it in several scientific and achievement domains as compared to the normal students.

The researcher also calculated means and standard deviations. Table (4) the level of professional ambition among the gifted students.

Table (4)
Means and standard deviations for the responses of the study sample individuals on the scale of professional ambition

Number	Item	Mean	SD	Level	Order
27	I feel optimistic when I think about my professional future	3.79	0.73	High	1
1	I seek to reach a high level in the profession	3.59	0.77m	Mediu	2
26	I seek to reach a high level of fitness at school which helps me to choose my profession	3.57	0.57m	Mediu	3
25	I seek to get more praise from others about my professional choices	3.56	0.75m	Mediu	4
22	I am interested in maintaining a high accumulative average to help me choose a suitable profession	3.55	1.04m	Mediu	5
20	I aim to have new social	3.54	1.11m	Mediu	6

	relationships that benefit me in my career				
23	I seek to improve my academic level to qualify me to choose the appropriate career	3.52	1.13	Medium	7
31	I seek to find a career that contributes to developing the community	3.51	0.81	Medium	8
13	I seek to make a plan to organize my time at school in a better way that is reflected on my career	3.5	0.76	Medium	9
15	My desire to reach excellence helps me to look for a suitable career	3.5	0.78	Medium	10
28	I enjoy choosing a career that requires an intellectual effort	3.47	0.94	Medium	11
18	I seek to reach beneficial information in the career that I will select	3.45	1.12	Medium	12
21	Exams motivate me to achieve my ambitions during service in my career	3.44	0.97	Medium	13
19	I aim to have technological aids that help me in professional success	3.43	1.07	Medium	14
24	I seek to consult others about the activities that could positively enhance my career choice	3.33	0.63	Medium	15
2	I seek to be well-known in a career that I choose	3.28	0.86	Medium	16
30	I aim to achieve my targeted plans in the future	3.25	0.75	Medium	17
11	I aim to have a better view by the assistance of teachers to help me in my career	3.21	0.71	Medium	18
12	I seek to develop my skills to be reflected on my career	3.16	0.81	Medium	19
14	I seek to constantly search to find a suitable career	3.16	0.81	Medium	20
34	I prepare myself to face my professional future with its challenges	3.15	0.75	Medium	21
4	I hope to find a career that gains the admiration of others	3.13	0.74	Medium	22
32	I prefer to do the distinctive work	3.11	0.84	Medium	23
9	I seek to reach a distinctive level in my career later on	3.08	1.25	Medium	24
16	I desire to be a student who takes part in all the new activities that benefit me in my career	3.08	1.04	Medium	25
6	I desire to continue my academic progress in my career	3.06	1.27	Medium	26
29	I think that I can take the responsibility of any work that I do	3.05	0.66	Medium	27

8	I seek to alleviate any shortage that may face me	3.04	1.22	Medium	28
3	I hope to find a career that is based on the continuous development of me	3.01	1.01	Medium	29
17	I seek to increase my cognitive development in a way that positively affects my career later on	2.99	0.68	Medium	30
7	I seek to continue my efforts to achieve excellence in my career	2.93	1.32	Medium	31
10	I think about career success in any work or project desired from me	2.80	1.17	Medium	32
5	I desire to take part in collective work the career that I search	2.73	1.26	Medium	33
33	I have a desire to do more efforts in order to achieve more excellence in my career later on	2.55	0.74	Medium	34
	Total score	3.25	0.54	Medium	

Table (4) showed that the level of professional ambition in the total degree was medium with a mean of (3.25) and a standard deviation of (0.54). The items ranged between medium and high levels. The highest items in professional ambition were " I feel optimistic when I think about my professional future", " I seek to reach a high level in the profession", and " I seek to reach a high level of fitness at school which helps me to choose my profession", while the lowest items in professional ambition among the gifted students were " I have a desire to do more efforts in order to achieve more excellence in my career later on", "I desire to take part in collective work the career that I search", and " I think about career success in any work or project desired from me."

Several factors affect the increase of professional ambition and contribute to reaching an advanced level, such as the high mental abilities among students and the desire to choose a career that is compatible with those abilities. However, some factors affect professional ambition and reduce its improvement among the students; gender could be a key factor in terms of the limited work opportunities and studies that female students can join. Indeed, this made professional ambition a medium among female students.

The result of the current question disagrees with what was indicated by (Al-Ghamidi, 2019), which suggests a high level of ambition among gifted students. The current situation in which the study was applied- the prevalence of Covid-19 and its frustrations on all the categories of the community – contributed to reducing the level of professional ambition among students.

Displaying and discussing the second question:

Is there a statistically significant relationship between type (A) personality and professional ambition among gifted students in middle-stage schools?

To answer this question, the Pearson correlation coefficient was calculated between type (A) personality and ambition among gifted female students. Table (5) shows the results.

**Table (5)
Pearson correlation coefficient for the relationship between type (A) personality and ambition among gifted female students**

	Ambition	
Scale	correlation coefficient	Sig. level
type (A) personality	*-0.23	0.05

*Statistically significant at (0.05)

Table (5) shows that there is a negative correlation relationship between type (A) personality and professional ambition, which indicates that type(A) personality reduces the level of professional ambition. The results of this question agree with the results of (Abu Farha and Khazaaleh, 2018) which revealed a negative correlation between the patterns of neurotic personality, lying and psychosis and professional ambition among gifted students. The researcher suggested the necessity of encouraging the gifted students to alleviate type (A) personality since it negatively affects their ambition level; the increase in type (A) personality may result in increased stress and anxiety as it encourages them to be neurotic and less balanced, and thus will not relax easily.

Displaying and discussing the third question:

What is the predictive ability of type (A) personality in ambition among the gifted students in the schools of gifted students?

In order to answer this question, multiple regression analysis using the " enter " method was used to identify the extent to which type (A) personality contributes to predicting professional ambition among gifted students. Tables (6 and 7) show the results of the statistical analysis.

Table (6)

The results of variance analysis, multiple correlation coefficient and determination coefficient for the multiple regression model between type (A) personality and professional ambition and the gifted students

Source	Total squares	Degree of freedom	Mean squares	f-value	Sig. level	multiple correlation coefficient(R)	determination coefficient (R ²)
Regression	0.24	1	0.24	0.81	0.37	0.09	0.01
Error	28.56	95	0.30				
Total	28.79	96					

Table (7)

Multiple regression coefficients and their statistical significance for type (A) personality and the professional inclinations

Variables	Regression coefficient	Standard error	Standard regression coefficient	t-value	Sig. level
Constant	2.89	0.41		7.03	0.00
type (A) personality	0.13-	0.14-	0.09-	0.90	0.37

Table (7) revealed that the multiple regression model between the ambition (y) and type (A) personality (x) can be cited in the following formula: Estimated regression model:

$$Y = 2.89 - 0.13x$$

This model refers to the constant amount = 2.89, and the type (A) personality value equals (0.90).

The validity of the estimated regression model:

The validity of the estimated regression model can be judged by commenting on the results of multiple regression for type (A) personality, as illustrated in tables (6,7), as follows:

1- The interpretative power of the model:

Table (6) revealed that the multiple correlation coefficient (R) equals (0.09) and that the determination coefficient (R²) equals (1%), which means that the total score of personality type interprets (15%) of variance in the dependent variable, professional ambition. In contrast, there is interpreted according to other factors. Hence, the interpretive power of the model is unsuitable for professional ambition among gifted female students.

2- The total statistical significance of the model:

Table (7) shows that the value of the statistical significance equals (0.00), which is less than the level (0.05). Therefore, the regression model is statistically significant concerning the type

(A) personality, and then the estimated regression model cannot be used to predict professional ambition among gifted female students.

3- The partial statistical significance of the model:

Table (7) shows the multiple regression coefficients and their statistical significance. It revealed that the coefficients were variant in terms of their statistical significance or non-significance on the one hand and the significance level on the other. These results can be explained as follows: the value of the constant in the equation is equal to (2.89), which is statistically significant. Therefore, the existence of this constant in the prediction formula is an important issue. It is noticed that the regression coefficient is (-0.13), which is not statistically significant at (0.05)– it is the regression coefficient for type (A) personality. This result reveals that type (A) personality does not predict professional ambition among gifted female students.

The results of this question revealed that there isn't a high predictive power between professional ambition and type (A) personality, which means that promoting type (A) personality doesn't predict the occurrence of professional ambition. The results of the current study confirm the importance of addressing the other factors that contribute to type (A) personality and the occurrence of professional ambition.

7. RECOMMENDATIONS:

Based on the results of the current study, the researcher recommended the following:

- 1- It is necessary to urge the educational counsellor at schools to help the gifted students reduce some features of type (A) personality since it adversely affects the gifted students and their professional ambition.
- 2- The necessity of taking advantage of the nature of the negative relationship between type (A) personality on the one hand and between professional ambition on the other hand in improving the professional choice.
- 3- The necessity of developing a counselling program is to reduce the type (A) personality level among gifted students and improve their level of professional ambition.

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