Measuring the Personality of Educational Counselors in Iraq According to the Alternative Five-Factor Model

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Abstract

The current research aims to measure: The five alternative factors (impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, activity, sociability) among educational counselors. The significance of the differences in the five alternative factors (impulsive sensation seeking, neuroticism - anxiety, aggression - hostility, activity, sociability) among the research sample members according to the gender variable (males - females). The objectives of this research, the researchers adopted the Zuckerman-Coleman Personality Questionnaire (1993), a multicultural version, as a tool that enables them to measure the five alternative factors, consisting of (50) paragraphs distributed over five factors, each factor having (10) paragraphs. Its psychometric properties (validity, reliability, confirmatory factor analysis) were verified. The current research community is represented by all educational counselors (males-females) working in the General Directorate of Education in Basra Governorate for the academic year (2023-2024), numbering (739) male and female counselors. The research sample was determined by (253) male and female counselors who were randomly selected with proportional selection. After statistically processing the data using the Statistical Package for the Social Sciences (SPSS), the results showed the following: Educational counselors have a high level of the factor (activity) and low for the factors (impulsive sensation seeking, neuroticism - anxiety, aggression - hostility , and sociability). There were no differences in each of the factors (impulsive sensation seeking, neuroticism - anxiety, and sociability) among the sample members according to the gender variable (males - females). There were differences among the sample members according to the gender variable (males - females), in the factor (aggression - hostility) in favor of females, and the factor (activity) in favor of males. The researchers recommended several recommendations, and presented a number of proposals.

Keywords: The Five Alternative Factors, Educational Counselors.

1. Introduction

Research problem:

Some educational counselors face difficulties in some situations, such as hesitation and fear, exposure to forgetfulness, inability to set realistic goals, lack of courage to make a decision, lack of clarity, inability to listen and focus, impatience, excitement and anger, and exaggeration in

exaggerating the problem of the client, and this all depends on the personality of the counselor, his experiences and knowledge (Al-Hariri and Al-Imami, 2011: 140).

Personality is a complex and multifaceted concept in the field of psychology, because it includes physical, mental and emotional characteristics and their interaction with each other within the individual's entity, so opinions and trends differ in dealing with it in terms of personal traits or basic nature or factors affecting it, and this complexity surrounding understanding personality can be reflected in how to measure and understand it, as well as in knowing the factors that affect it (Sulaiman, 2023: 16).

Therefore, personality traits as a whole cannot match the actual reality of a personality. Some personality phenomena do not have the potential that an individual can express on the surface and may keep them to himself, for one reason or another, or perhaps he himself does not know them and they remain hidden from him and others. Many personality traits remain hidden and do not appear, not because the individual knows them, but because of his ignorance of those traits. Likewise, what appears from personality traits, despite their differences and multiplicity, are only some aspects of the personality, and the other parts, perhaps the most important, remained hidden from appearing. Therefore, personality is considered a complex structure in measurement and complete understanding. (Al-Imara, 2014: 38-39).

Wang et al. (2017) indicated that the alternative five-factor model (AFFM) of Zuckerman et al. is one of the modern models that explained personality traits through five basic factors: impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, activity, and sociability, with the aim of identifying traits that can be considered basic personality traits reliably across different styles, genders, ages, and cultures (Wang, et al., 2017: 1-2).

We can define the problem of the current research by answering the following question: What are the characteristics of the personality of educational counselors according to the alternative five-factor model?

Importance of the research:

The study of personality is a major source of knowledge in all aspects of human behavior, because it represents the essence of man and is closely related to the reactions of others, as well as to all different human structures and systems (Taha, 1987: 91).

Many studies related to educational guidance and its effectiveness emphasize the importance of the counselor's personality in the results of guidance, and many researchers in this field have called for more research to determine the personal characteristics of the educational counselor. Specialized professional organizations such as the American Guidance Association, the American School Counselor Association, and the American Psychological Association have emphasized the need to identify the characteristics of people who are candidates to work as counselors and who have the potential to develop effective relationships to help others. Success in counseling work requires, in addition to academic qualification and training, an important factor, which is the availability of the personal characteristics of the counselor to work in this field. Moser (1963) is considered one of those who emphasized the personality of the counselor as an effective variable in his success, as he says that the personality of the counselor is the most

important variable in helping others, as the success of the counselor depends to a large extent on his personal characteristics regardless of his level of training. (Al-Muthaffar, 1998: 10). Therefore, the study of personality depends primarily on studying the main factors of personality traits. Studying these factors, as well as the measurement problems associated with them, will deepen the understanding of these factors and attempt to reach a theoretical framework to describe personality (Muhammad, 2012: 11). A new perspective has emerged in the field of personality studies, represented by the alternative five-factor model (AFFM) presented by Zuckerman et al. in order to understand personality traits, which consists of five factors. This model emerged from a series of factor analyses of scales that are believed to measure the basic factors of personality or temperament, especially those used in psychological-biological research. Zuckerman and Eysenck (1992) indicated that psychological studies of personality provide a better understanding of the neurobiological and genetic foundations of personality. (Gomà-i-Freixanet & Ventura, 2008: 324)

For this reason, (Zuckerman et al. 1993) presented a psychological-biological approach that explains the structure of personality in terms of five basic factors: impulsive sensation seeking, aggression-hostility, neuroticism-anxiety, activity, sociability (García.et al, 2012: 247).

To highlight the importance of studying personality traits, many psychological and educational studies have been conducted, which explored the relationship and role that these traits play in various aspects, including the study of (Rahim et al. 2013), which indicated the importance of studying the traits of the alternative five-factor model, because it provides an understanding of how the individual interacts with problems, makes decisions, and communicates with the surrounding environment, and is useful in predicting the behavior of individuals (Rahim, et al, 2013: 37)). . (Urieta et al. 2021) conducted a study on decision-making and the alternative five-factor model of personality: exploring the role of personality traits. The results of the study concluded that personality traits, specifically traits of the alternative five-factor model, can provide useful information to help detect and avoid decision-making difficulties. They can also be useful to support good decision-making outcomes. For example, counselors who work with people who have problems with their decision-making processes should actively monitor their personality traits, paying particular attention to neuroticism-anxiety. They should also consider the role of sociodemographic characteristics (Urieta, et al, 2021: 10).

Research objectives:

The current research aims to identify:

1. The five alternative factors (searching for impulsive sensation, neuroticism - anxiety, aggression - hostility, activity, sociability) among educational counselors.

2. The significance of the differences in the five alternative factors (searching for impulsive sensation, neuroticism - anxiety, aggression - hostility, activity, sociability) among the research sample members according to the gender variable (males - females).

Research limits:

The current research is limited to all educational counselors (males - females) in government schools (primary - secondary) affiliated to the General Directorate of Education in Basra Governorate (center and districts) for the academic year (2023 - 2024).

Definition of terms:

First: The Alternative Five Factor Model:

It is a relatively new model and is considered a "revised" model of the Big Five Factor Model (FFM), as it consists of five personality traits: Impulsive Sensation Seeking (ImpSS), Aggression-Host, Neuroticism-Anxiety (N-Anx), Activity (Act), and Sociability (Sy). Some modifications were made to the Alternative Five Factor Model (AFFM) compared to the Big Five Factor Model, for example, the Agreeableness trait in the Big Five was replaced by Aggression, and Conscientiousness was replaced by Impulsive Sensitivity. In addition, the broad dimension of Extraversion in the Big Five Model was divided into two separate dimensions, namely Activity and Sociability (Rahim, et al, 2013: 39). These factors include a set of traits. The following is a definition of each factor:

1. Impulsive Sensation Seeking: It includes two sub-factors: Impulsivity includes elements that involve a lack of planning and a tendency to act impulsively without thinking, while sensation seeking describes the search for excitement or a new experience or a willingness to take risks. These elements are general in content and do not describe specific activities such as risky sports.

2. Aggression-Hostility: Describes the willingness to express verbal aggression, antisocial or antisocial behavior, revenge and spite, and quick anger and impatience with others.

3. Neuroticism-Anxiety: This factor describes emotional disturbance, anxiety, tension, fear, hesitation, sensitivity to criticism, and low self-confidence.

4. Activity: This factor describes the need for activity, a preference for hard or challenging work, a busy and active life, and a high energy level.

5. Sociability: This factor describes the number of friends and the amount of time spent with them, liking parties, and preferring to be with others rather than staying alone and practicing solitary activities. (: 759-760 Zuckerman et al., 1993)

Theoretical definition: The researchers adopted the definition of Zuckerman et al. (1993) as a theoretical definition to achieve the objectives of the current research.

Procedural definition: The degree that the respondent obtains through his answer to each dimension of the alternative five-factor scale adopted in the current research.

Second: Educational Counselor: He is one of the faculty members qualified to study and address educational, health, social and behavioral problems, by collecting information related to these problems, whether it is information related to the student or the surrounding environment, for the purpose of identifying his problems and helping him think of appropriate solutions to these problems that he suffers from (Iraqi Ministry of Education, 2013: 60). Theoretical Framework:

Alternative Five Factor Model:

Zuckerman and his colleagues proposed: in the late 1980s, a new model to formally assess the basic personality dimensions after a series of studies of many personality and temperament questionnaires. This model includes, in the research paper written by Zuckerman, Kuhlman, Joireman, Teta and Kraft (1993), five basic dimensions of personality: impulsive sensation seeking (ImpSS), aggression-hostility (Agg-Host), neuroticism-anxiety (N-Anx), activity (Act), and sociability (Sy). This new model also consists of five factors like the Big Five model (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness), but it differed from this model, and therefore Zuckerman's personality model was called the alternative five-factor model (Aluja, 2019: 186).

Basic criteria for the alternative five-factor model:

Zuckerman (1991-1992) identified four basic criteria in order to identify traits that can be considered basic personality traits. These criteria are:

1. The basic dimensions of personality must be reliably identified across different styles, genders, ages, and cultures. The Zuckerman-Coleman Personality Questionnaire (ZKPQ) has been validated in different cultures, such as: Spanish, Chinese, German, Serbian... (Mitrovic, et al, 2009: 218-219).

2. The basic dimension must be identified in non-human species, especially socially organized species. On this point, Zuckerman (1992) notes that many dimensions of the Big Five model cannot be easily translated into behavioral patterns observed in non-human species. For example, Zuckerman points out that documenting agreeableness and conscientiousness in non-human species is more difficult than documenting traits such as impulsiveness and aggression (Kumar,2016: 31).

3. The third criterion indicates that basic personality traits should show at least moderate heritability.

4. Important biological signs should be related to basic personality dimensions, each dimension of the alternative five-factor model (AFFM)) has specific manifestations at the behavioral level, a basis in adaptation processes, as well as a biochemical, physiological, neurological and genetic basis, and the interaction of genes and the environment affects the structure and functioning of the brain system on which the trait is based, and individual differences in the performance of the system affect differences at the behavioral level (Mitrovic, et al., 2009: 218-219).

The five alternative factors in the model:

Based on the previous criteria, and through the factor analyses of the various personality questionnaires that have been used in research related to the biological foundations of personality, Zuckerman et al. established five basic factors of personality that represent the specified criteria and show an appropriate structural representation in the factor analysis, which are: impulsive sensation seeking, aggression-hostility, neuroticism-anxiety, activity, and sociability (Dolcet i Serra, 2006: 174).

Personality measurement tools in the alternative five-factor model: Zuckerman et al. (1993) developed a questionnaire aimed at measuring the five dimensions specifically. They selected twenty items for each factor, based on two criteria: high correlation with that factor, and low correlations with other factors and the Crown-Marlowe (1960) social desirability scale. Many items were rewritten and principal component analysis using Varimax rotation allowed the extraction of five factors. (89) items were selected from at least (100) studied. After that, ten items were added in order to provide a scarcity scale. The final version of the (ZKPQ) questionnaire consisted of (99) items measuring the following five basic dimensions: Impulsive sensation seeking (ImpSS) which includes a lack of planning and a tendency to act without thinking and seek excitement, Neuroticism-Anxiety (N-Anx) which involves feeling a tendency to be upset, fearful and anxious, and Aggression-Host which involves aggressive behaviors. Or antisocial, activity (Act) involves the need for activity or hard work, and sociability (Sy) involves a preference for social activities and being with others (Rossier, et al., 2008: 205). Shorter versions of the Zuckerman-Coleman Questionnaire (ZKPQ) have provided additional forms of this instrument and have been used in basic and applied research (Blanch, et al., 2013: 101). Wang et al (2017) indicate that four short versions of the Zuckerman-Coleman questionnaire have been developed. Zuckerman, 2002) developed a short form of (35) items (ZKPQ-P) with seven items for each subscale. Many items were excluded due to high correlation with other selected items. A short form of (69) items of the ZKPQ was then proposed based on exploratory and confirmatory factor analysis. The internal consistency was similar to the (89) item version. A third short form, the ZKPQ-50-CC, was proposed, which consisted of (50) items selected based on their factor saturations and cross-linguistic stability. Finally, Rahim et al (2013) proposed a fourth short form (ZKPQ-40-CC). This short form was based on the original ZKPQ-50-CC using different item analysis procedures conducted simultaneously in samples. Malaysian, and the results showed that (ZKPQ-40-CC) had good Cronbach's alpha coefficients. The decision on the number of items to include in these short versions has varied, based on the needs of the researchers. However, in most cases, a data-driven procedure is used, based on statistical criteria (2 Wang et al, 2017:). Since the alternative five-factor model is the newest among trait models, it is necessary to ensure the generality of its factors across cultures. Cross-cultural replication is an important criterion for the validity of personality models such as the Big Five Factor Model and the Alternative Five Factor Model. This equivalence can be studied at the construct level or at the measurement level. Over the past decades, a large number of cross-cultural studies have confirmed the high structural equivalence of the Big Five factors, and other fewer studies of the cross-cultural equivalence of the Alternative Five Factor Model (Kumar,2016: 40). This English instrument, after its development, was translated into a large number of languages (French, German, Greek, Italian, Mandarin, Romanian, Serbo-Croatian, Spanish, Catalan, ... etc.), and used in a variety of cultural settings, and the different language versions were validated, indicating that the alternative five-factor model replicates well across cultures. Later, a formal analysis of the cross-cultural generalization of this model was conducted, leading to the conclusion that the structure of the alternative five-factor model replicates well across cultures and that the Zuckerman-Coleman Questionnaire (ZKPQ) can be used in a variety of cultures (Rossier, et al., 2016: 620).

The biopsychological bases of personality traits in the alternative five-factor model:

Zuckerman (1992) assumes that traits should not be considered as basic dimensions of personality unless they have a biopsychological base. Furthermore, he states that basic structural and biopsychological dimensions must have a genetic base, and that behavioral genetic pathways transform partial genetic information to the level of overt behavior. On this basis, Zuckerman outlines a multilevel approach that provides an approximate description of the structure of biopsychological personality theories (Schmitz, 2004: 269). In the past two decades, there has been great interest in studying the genetic basis of personality traits. This approach is based on two aspects: 1) the high heritability of personality traits and 2) the large amount of evidence for relationships between biological markers and psychological variables. Thus, specific candidate genes to be studied can be selected according to what is known about the biochemical or neurobiological correlates of behavior in humans or animals. It is logical to expect the influence of genes on personality through biology. Hence, given the strong evidence that establishes the biological basis of personality, the general hypothesis is that some mechanisms of certain polymorphisms may be associated with high or in some cases low levels of neurotransmitters, neuroregulatory enzymes and gonadal hormones and, therefore, should have an impact on differences in personality traits. (García et al., 2016: 18).

2. Research methodology and procedures:

Research methodology: It is a set of foundations, rules and methodological steps that the researcher uses to organize the activity he carries out in investigating scientific facts or examining them closely (Abdul-Mumin, 2008: 13-14). The researchers adopted the descriptive correlational method in order to suit the nature and objectives of the current research.

Research community: It is all individuals, things or persons who constitute the subject of the research problem, and it is all elements related to the study problem that the researchers seek to generalize the results of the study to (Abbas et al., 2007: 217). The current research community is determined by educational counselors (males and females) working in the General Directorate of Education in Basra Governorate, where the number of educational counselors in schools covered by educational counseling for the academic year (2023-2024) in primary and secondary government education schools reached (739) male and female counselors*, distributed according to the gender variable (250) male counselors and (489) female counselors, and according to the percentages, as the percentage of males reached (34%), while the percentage of females reached (66%). (Table 1):

Table (1) The number of male and female counselors distributed across the departments of the General Directorate of Education in Basra.

No.	Section Name	Sex		Total
		Male	Female	
1	Center	59	262	321
2	Al-Zubair	34	50	84
3	AL-Qurna	41	36	77
4	Al-Madinah	39	32	71
5	Abi Al-Khaseeb	23	48	71
6	Shatt Al-Arab	31	35	66
7	Al-Hartha	16	23	39

8	Al-Faw	7	3	10
Total		250	489	739

Research sample: The final research sample was chosen randomly with proportional selection from the research community, amounting to (253) male and female counselors, as indicated by (krejcie & morgan, 1970: 607-610). It represents (34%) of the research community, with (85) male counselors and (168) female counselors, working in the schools of the General Directorate of Education in Basra, (Table 2):

Table (2) Final application sample distributed among the education departments.

No.	Section Name	Sex		Total
		Male	Female	
1	Center	20	90	110
2	Al-Zubair	12	17	29
3	AL-Qurna	14	12	26
4	Al-Madinah	13	11	24
5	Abi Al-Khaseeb	8	16	24
6	Shatt Al-Arab	11	12	23
7	Al-Hartha	5	8	13
8	Al-Faw	2	2	4
Total		85	168	253

Research tool: Zuckerman-Kuhlman Personality Questionnaire (ZKPQ-50-CC):

The researchers adopted the Zuckerman-Kuhlman Personality Questionnaire (1993), a multicultural version (Cultural Corss), as a tool that enables them to measure the five alternative factors among educational counselors, as it is one of the scales developed by the owners of the five alternative factors model to measure personality traits, and its suitability for the current research topic. The researchers carried out the following procedures:

First: Translation and reverse translation of the Zuckerman-Cuhlman Personality Questionnaire (ZKPQ-50-CC):

Given the sensitivity of psychological and educational variables and the specificity of concepts that may be affected by the social and cultural context and the characteristics of the target sample, it is necessary for the researcher to adapt the scales and tests to be used (Boukraa, 2020: 531). Therefore, the researchers carried out the procedures for translating the scale according to the following steps:

1. After the researchers obtained the Zuckerman-Coleman Personality Questionnaire (ZKPQ-50-CC), they presented the scale in its language (English), which consists of (50) paragraphs distributed over five factors, to English language specialists in order to translate its paragraphs into Arabic (Aluja et al, 2006: 8).

2. The version of the scale that was translated from English into Arabic was presented to another English language expert who retranslated it into English.

3. The researchers presented the original English version and the version translated from the Arabic version to a specialist in educational psychology and the English language, to compare between the two versions in order to verify the accuracy and integrity of the translation, as he

confirmed that there is a great deal of similarity between them, except for some paragraphs that were modified to match their true meaning, away from the literal meaning, and to suit the local environment.

4. The Arabic version of the questionnaire was presented to an Arabic language specialist in order to verify the correctness of its language and the wording of its paragraphs and to make the necessary linguistic corrections.

Description of the Zuckerman-Coleman Personality Questionnaire:

The scale consists of (50) paragraphs distributed over five factors representing the most prominent personality traits, which are (impulsive sensation seeking, aggression - hostility, neuroticism - anxiety, activity, and sociability), and the scale is answered with two alternatives (agree, disagree) and scores (1 - 0) are given to the positive paragraphs, respectively, and scores (0 - 1) are given to the negative paragraphs, respectively.

Psychometric characteristics of the Zuckerman-Coleman Personality Questionnaire:

First: Validity: The validity of the test is the most important characteristic among the characteristics of a good test (Omar et al., 2009: 189). A valid test is one that is able to measure the trait or phenomenon for which it was developed (Al-Jalabi, 2005: 84). The validity of the tool was verified by finding the following:

1. Apparent validity: The researchers presented the Zuckerman-Coleman personality questionnaire to a group of referees and specialists in psychological counseling, educational guidance, psychology, measurement and evaluation in some Iraqi and Arab universities, and their number was (19) referees. After transcribing the referees' answers to the questionnaire, the researchers relied on the tabular value of the chi-square (3.86) as a criterion for accepting the paragraph, and it was found that all paragraphs were acceptable, as the chi-square values were significant as they were greater than the tabular value of (3.86) at a significance level of (0.05) and with a degree of freedom of (1). Thus, the content of the scale appears to measure the trait to be measured from the point of view of the referees.

2. Construct Validity Indicators:

The researchers found it in several ways, which are as follows:

A. Discriminant validity of the items of the Zuckerman-Coleman personality questionnaire:

The researchers applied the Zuckerman-Coleman personality questionnaire to the statistical analysis sample of (250) male and female counselors, and this is what was indicated by (Nunnally, 1978 that the appropriate size of the statistical analysis sample should not be less than (5) individuals for each paragraph of the scale to reduce the effect of chance (Nunnally, 1978: 262)), and a percentage of (27%) of the forms that obtained the highest scores were selected for the upper group, and a percentage of (27%) of the forms that obtained the lowest scores for the lower group, and accordingly the total of the forms of the upper and lower groups was (136), with (68) forms for the upper group, (68) forms for the lower group, and since the Zuckerman-Coleman personality questionnaire has a scale of (0-1), the researchers used the test Chi-square to find the differences between the upper and lower groups, and the results of the statistical

analysis showed that all the calculated Chi-square values were significant as they were greater than the tabular value of (3.86) at a significance level of (0.05) and a degree of freedom of (1), in favor of the upper group, (Table 3).

Table (3) Discriminant validity of the items of the Zuckerman-Coleman personality questionnaire.

The first Factor: Impulsive Sensation Seeking (ImpSS).						
No.	Upper group		Lower group		Cal. chi-square value	Sig. 0.05
	1	0	1	0		
2	42	26	27	41	6.619	Significant
7	25	43	4	64	19.328	Significant
12	32	36	2	66	35.294	Significant
17	40	28	11	57	26.384	Significant
22	47	21	14	54	32.372	Significant
27	55	13	33	35	15.583	Significant
32	52	16	30	38	14.865	Significant
37	46	22	16	52	26.678	Significant
42	33	35	1	67	40.157	Significant
47	32	36	13	55	11.989	Significant
The second factor: aggression - hostility (Agg - Host)						
No.	Upper group		Lower group		Cal. chi-square value	Sig. 0.05
	1	0	1	0		
5	42	26	13	55	25.674	Significant
9	48	20	20	48	23.059	Significant
15	44	24	18	50	20.038	Significant
20	42	26	11	57	29.710	Significant
25	20	48	4	64	12.952	Significant
30	40	28	15	53	19.080	Significant
35	27	41	11	57	9.349	Significant
40	62	6	28	40	37.975	Significant
45	45	23	27	41	9.563	Significant
50	39	29	7	61	33.639	Significant
The third factor: Neuroticism-Anxiety (N-Anx).						
No.	Upper group		Lower group		Cal. chi-square value	Sig. 0.05
	1	0	1	0		
4	45	23	11	57	35.093	Significant
6	60	8	36	32	20.400	Significant
13	11	57	0	68	11.968	Significant
18	31	37	9	59	17.142	Significant
23	50	18	20	48	26.494	Significant
28	36	32	16	52	12.454	Significant
33	55	13	44	24	4.492	Significant
38	55	13	35	33	13.140	Significant
43	15	53	3	65	9.220	Significant
48	50	18	35	33	7.059	Significant
The fourth factor: activity (Act).						
No.	Upper group		Lower group		Cal. chi-square value	Sig. 0.05
	1	0	1	0		
3	45	23	22	46	15.562	Significant
8	42	26	24	44	9.538	Significant
14	44	24	32	36	4.295	Significant
19	27	41	12	56	8.089	Significant

24	36	32	14	54	15.308	Significant
29	28	40	12	56	9.067	Significant
34	31	37	17	51	6.311	Significant
39	50	18	28	40	14.550	Significant
44	39	29	14	54	19.323	Significant
49	34	34	14	54	12.879	Significant
The five Factor: Sociability (Sy).						
No.	Upper group		Lower group		Cal. chi-square value	Sig. 0.05
	1	0				
1	27	40	5	61	19.825	Significant
10	28	40	2	66	28.911	Significant
11	42	26	8	60	36.562	Significant
16	48	19	16	52	31.332	Significant
21	38	30	13	55	19.608	Significant
26	13	55	4	64	5.445	Significant
31	45	23	27	41	9.563	Significant
36	48	20	23	45	18.418	Significant
41	45	23	30	38	6.689	Significant
46	33	35	15	53	10.432	Significant

The chi-square value at the significance level (0.05) and degree of freedom (1) is equal to (3.86).

B. Internal consistency: To obtain consistency coefficients for the questionnaire items, the researchers applied the questionnaire to a statistical analysis sample of (250) male and female counselors. Pearson's correlation coefficient was used to find correlation coefficients between the score of each item and the total score of the field to which it belongs, and the correlation of the field scores with each other. The (t-test) was also used to indicate the correlation coefficients, and the results were as follows:

• Correlation between the score of each item and the total score of the field to which it belongs:

The results showed after statistically analyzing the data that all values of the correlation coefficients were significant, as the t-value for the significance of the correlation coefficients was greater than the tabular value of (1.98) at a significance level of (0.05) and a degree of freedom of (248), meaning that there is an internal correlation between the items and the fields to which they belong, (Table 4):

Table (4) Values of correlation coefficients between the item and its field for the Zuckerman-Coleman personality questionnaire.

No.	Field	Domain Correlation Coefficient	T-value of Domain Correlation Coefficient	Sig. 0.05
2	Impulsive Sensation Seeking	0.402**	6.914	Significant
7		0.519**	9.562	Significant
12		0.581**	11.242	Significant
17		0.513**	9.412	Significant
22		0.573**	11.010	Significant
27		0.515**	9.461	Significant
32		0.382**	6.509	Significant
37		0.626**	12.642	Significant
42		0.439**	7.694	Significant

47		0.594**	11.628	Significant
5	Aggression-Hostility	0.596**	11.689	Significant
9		0.507**	9.263	Significant
15		0.463**	8.226	Significant
20		0.732**	16.920	Significant
25		0.586**	11.389	Significant
30		0.640**	13.117	Significant
35		0.337**	5.637	Significant
40		0.606**	11.997	Significant
45		0.547**	10.290	Significant
50		0.512**	9.387	Significant
4	Neuroticism - Anxiety	0.649**	13.434	Significant
6		0.421**	7.309	Significant
13		0.367**	6.213	Significant
18		0.517**	9.512	Significant
23		0.522**	9.638	Significant
28		0.665**	14.022	Significant
33		0.534**	9.946	Significant
38		0.504**	9.189	Significant
43		0.429**	7.479	Significant
48		0.480**	8.617	Significant
3	Activity	0.581**	11.242	Significant
8		0.436**	7.629	Significant
14		0.424**	7.373	Significant
19		0.511**	9.362	Significant
24		0.621**	12.477	Significant
29		0.430**	7.500	Significant
34		0.407**	7.017	Significant
39		0.582**	11.271	Significant
44		0.459**	8.136	Significant
49		0.489**	8.828	Significant
1	Sociability	0.441**	7.738	Significant
10		0.511**	9.362	Significant
11		0.538**	10.051	Significant
16		0.486**	8.757	Significant
21		0.655**	13.651	Significant
26		0.439**	7.694	Significant
31		0.445**	7.825	Significant
36		0.634**	12.911	Significant
41		0.476**	8.524	Significant
46		0.633**	12.877	Significant

The value of the tabular (t-test) at a significance level of (0.05) and a degree of freedom of (248) is equal to (1.98).

** Significant at a significance level of (0.05).

• Correlation of the domains' degrees with each other:

The results showed after statistically analyzing the data that all the values of the correlation coefficients between the domains were significant, as the values of (t-test) for the significance of the correlation coefficients were greater than the tabular value of (1.98) at a significance level

of (0.05) and a degree of freedom of (248), and thus the scale acquired the characteristic of construct validity, (Table 5):

Table (5) Correlation of the domains' degrees with each other for the Zuckerman-Coleman personality questionnaire.

Field	Statistical ways	Impulsive Sensation Seeking	Aggression	Neuroticism - Anxiety	Activity	Sociability
Impulsive Sensation Seeking	Pearson	1.000				
Aggression	Pearson	**0.517	1.000			
	T-test	9.512				
Neuroticism - Anxiety	Pearson	**0.406	**0.455	1.000		
	T-test	6.996	8.047			
Activity	Pearson	**0.408	**0.370	**0.242	1.000	
	T-test	7.038	6.272	3.928		
Sociability	Pearson	**0.447	**0.442	**0.246	**0.420	1.000
	T-test	7.869	7.760	3.997	7.288	

The value of the tabular (t-test) at a significance level of (0.05) and a degree of freedom of (248) is equal to (1.98)

** Significant at a significance level of (0.05).

C. Confirmatory factor analysis of the Zuckerman-Coleman personality questionnaire:

The Zuckerman-Coleman personality questionnaire consists of (50) paragraphs distributed over five factors. The researchers conducted confirmatory factor analysis to ensure that the model matches the theory. The researchers used the (Amos 25) program. The researchers verified the following indicators (Table 6):

Table (6) Confirmatory factor analysis indicators of the Zuckerman-Coleman personality questionnaire.

Model	CMIN	DF	CMIN/ DF	CFI	GFI	RMSEA
Multi-stage	2124.882	1165	1.824	0.468	0.742	0.058

It is clear from the table above that the value of (CMIM/DF) for the model before modification was (1.824), which is an acceptable value for the quality of the model as it was much less than (5). Also, the value of the comparison (CFI) was (0.468), which expresses a good level of conformity. Also, the value of (RMSEA), which indicates the disparity between the variance matrix of the extracted model and the variance matrix of the community to which the measure was applied after modification, was (0.058), which is a value close to (0.05), meaning that the level of disparity was low.

Second: Stability of the Zuckerman-Coleman Personality Questionnaire:

In order to find the stability of the Zuckerman-Coleman Personality Questionnaire, the researchers adopted the following method:

Test-Retest Method:

The researchers applied the questionnaire to the stability sample, which consisted of (50) male and female counselors, who were selected randomly. Two weeks after the first application, the questionnaire was reapplied to the same group, and then their responses were corrected using Pearson's correlation coefficient between the scores of the two applications (Table 7):

Table (7) Stability of the Zuckerman-Coleman Personality Questionnaire by Test-Retest Method.

Field	First application		Second application		Pearson's correlation coefficient
	Mean	SD	Mean	SD	
Impulsive Sensation Seeking	3.58	1.875	3.54	1.631	0.736
Aggression-Hostility	4.46	1.460	4.44	1.487	0.789
Neuroticism - Anxiety	3.72	1.642	4.30	1.787	0.760
Activity	4.50	1.619	4.40	1.761	0.766
Sociability	5,68	2.142	5.02	2.045	0.798

The table above shows that all values of the correlation coefficients between the two application times were significant, and (Al-Jalabi 2005) indicates that the values of the stability coefficients are acceptable if they exceed the value of (0.65) (Al-Jalabi, 2005, p. 123).

The final form of the Zuckerman-Coleman personality questionnaire:

The Zuckerman-Coleman personality questionnaire in its final form consists of (50) paragraphs distributed over five factors (impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, activity, sociability) and each factor has (10) paragraphs, and since the alternatives to answer the scale (agree, disagree) give grades (1-0) respectively, the highest theoretical grade for each factor was (10) and the lowest grade was (0), while the hypothetical average for each factor equals (5), and there is no total grade for the questionnaire.

Descriptive characteristics of the Zuckerman-Coleman personality questionnaire:

After the final formula of the Zuckerman-Coleman personality questionnaire was reached, it was applied to the final application sample of (253) and the descriptive characteristics of the sample responses to the Zuckerman-Coleman personality questionnaire were extracted, and the form of the data distribution was found using the Kolmicrov-Smirnov equation, (Table 8):

Table (8) Descriptive characteristics and normal distribution of the Zuckerman-Coleman personality questionnaire on the final application sample:

No.	Property	Value
1	Mean	19.92
2	Std. Error of Mean	0.327
3	Median	20.00
4	Mode	16
5	Std. Deviation	5.197
6	Variance	27.006
7	Skewness	0.017
8	Std. Error of Skewness	0.153
9	Kurtosis	-0,290
10	Std. Error of Kurtosis	0.305
11	Range	26
12	Minimum	7

13	Maximum	33

It is clear from the table above that the values of the arithmetic mean, median and mode were close. To identify the normality of the distribution, the researcher used the Kolmicrov-Smirnov test, and the results were as in the following Table (9):

Table (9) Kolmicrov-Smirnov test for the Zuckerman-Coleman personality questionnaire.

Questionnaire	Kolmicrov-Smirnov value	DF	Sig.
Impulsive Sensation Seeking	0.117	253	0.000
Aggression-Hostility	0.139	253	0.000
Neuroticism - Anxiety	0.164	253	0.000
Activity	0.156	253	0.000
Sociability	0.131	253	0.000

It is clear from the table that the data is distributed normally if the value of (sig) is less than the value of (0.05) for all factors, as shown in the following figure (Figure 1):

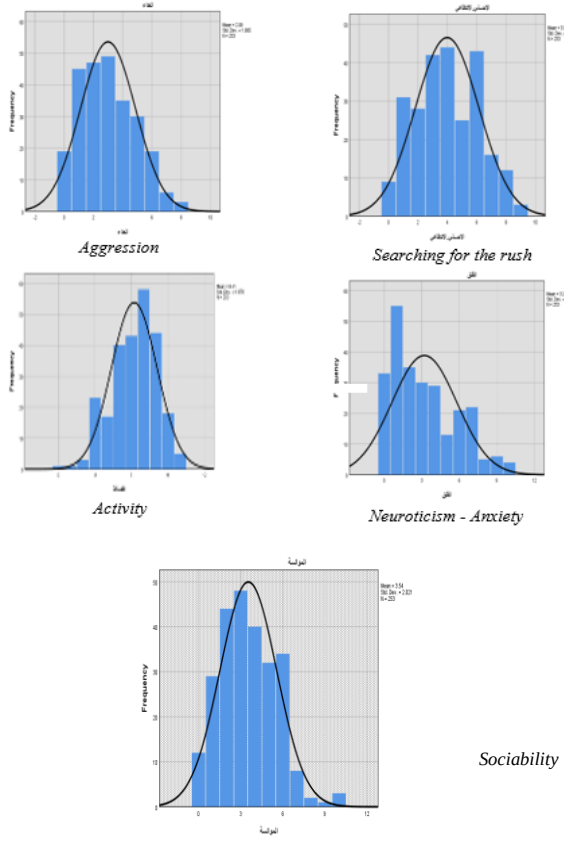

Figure (1) Moderate distribution of the final application sample on the Zuckerman-Coleman personality questionnaire.

3. Presentation, interpretation and discussion of the results: -

First objective: To identify the five alternative factors (impulsive sensation seeking, neuroticism-anxiety, aggression-hostility, activity, sociability) among educational counselors.

To achieve this goal, the researchers applied the Zuckerman-Coleman Personality Questionnaire (ZKPQ-50-CC) to the final research sample of (253) male and female counselors. After statistically processing the data, the arithmetic mean and standard deviation of the sample individuals' scores for each factor were extracted separately. To identify the difference between the sample mean and the hypothetical mean for each factor, the researchers used the t-test for a single sample. The results showed that there were statistically significant differences in the factor of searching for impulsive sensation between the arithmetic mean of the sample and the hypothetical mean, as the calculated t-value (7.480) was greater than the tabular value of (1.98) at a significance level of (0.05) and a degree of freedom of (252) in favor of the hypothetical mean, which was greater than the arithmetic mean, meaning that the factor of searching for impulsive sensation was weak among educational counselors. There were also differences in the factor of neuroticism-anxiety, as the calculated t-value (16.981) was greater than the tabular value in favor of The hypothetical mean, that is, the factor of neuroticism - anxiety among educational counselors is weak. There were also differences in the factor of aggression - hostility, as the calculated T-value (11.011) was greater than the table value in favor of the hypothetical mean, that is, the factor of aggression - hostility was weak. As for the activity factor, there were statistically significant differences, as the calculated T-value (10.279) was greater than the table value in favor of the arithmetic mean of the sample, that is, the educational counselors have high degrees in the activity factor. There were differences in the factor of sociability, as the T-value (11.481) was greater than the table value in favor of the hypothetical mean, that is, the factor of sociability was weak among the sample members (Table 10):

Table (10) Results of the T-test for one sample to identify the five alternative factors among educational counselors.

Factor	Mean	SD	Hypothetical mean	Cal. T-value	Sig.
Impulsive Sensation Seeking	3.98	2.168	5	7.480	Significant
Aggression	2.99	1.885	5	16.981	Significant
Neuroticism - Anxiety	3.20	2.598	5	11.011	Significant
Activity	6.21	1.878	5	10.279	Significant
Sociability	3.54	2.021	5	11.481	Significant

The tabular t-test value at a significance level of (0.05) and a degree of freedom of (252) is equal to (1.98).

The results showed that there was one trait that was highly significant for the sample of the current research, which was the trait of activity, while the rest of the traits were weak in the sample individuals. This result can be explained according to the alternative five-factor model of Zuckerman et al., which describes individuals who have high scores in the trait of activity as tending to be busy, active, hardworking, and productive. They rarely sit around doing nothing, even when it seems as if they are not doing anything. They often remain mentally active and think of ways to accomplish their tasks. Therefore, they feel the need to do and accomplish things

at all times. They do not prefer to waste time just sitting and relaxing. They try to achieve useful things during the waiting or stopping period. As for people who have high scores in the sociability factor, they prefer to be with others rather than staying alone and practicing solitary activities (Zuckerman et al., 1993, p. 760). The researchers believe that the presence of the activity trait among educational counselors may be due to the requirements of counseling work and the strenuous efforts it requires from educational counselors to be active, diligent and productive. They need to be active all the time and not waste time just sitting and relaxing. Working in the counseling profession is a difficult job that may have made educational counselors alert and active in various areas of their lives, in addition to being a job that requires successful social communication with others. Counselors who do not have high scores on the sociability factor are often socially isolated people who do not have the desire to communicate with others and prefer to practice individual activities, which negatively affects their performance in the counseling process.

The second objective: To identify the differences in the five alternative factors: (impulsive sensation seeking, neuroticism - anxiety, aggression - hostility, activity, sociability) in the research sample according to the gender variable (males - females).

To achieve this goal, the researchers used the t-test for two independent samples. After processing the data statistically, the arithmetic means of the research sample (males) were extracted for each factor separately, and they were (4.05, 3.05, 2.38, 6.68, 3.56) with standard deviations of (1.957, 1.920, 2.053, 1.904, 2.107), respectively. While the research sample (females) for each factor separately obtained arithmetic means of (3.95, 2.96, 3.62, 2.98, 3.53) with standard deviations of (2.273, 1.871, 2.746, 1.824, 1.982), respectively. The results showed that there were no differences in the impulsive sensation-seeking factor between males. The calculated T-value (0.348) was less than the table value (1.98) with a significance level of (0.05) and a degree of freedom of (251). There were also no differences in the factor of neuroticism - anxiety between males and females, as the calculated T-value (0.353) was less than the table value. There were differences in the factor of aggression - hostility among educational counselors, as the calculated T-value (3.682) was greater than the table value in favor of the arithmetic mean for females, which was (3.62), which is greater than the arithmetic mean for males. There were differences in the activity factor, as the T-value (2.866) was greater than the table value in favor of males, as the arithmetic mean for males was (6.68) greater than the arithmetic mean for females, which was (5.98). There were no differences in the factor of sociability among the research sample, as the calculated value (0.130) was less than the table value of (1.98) with a significance level of (0.05) and a degree of freedom. (251), (Table 11):

Table (11) Differences in the five alternative factors in the research sample according to the gender variable.

Field	Sex	Mean	SD	Sample	T-test	Sig.
Impulsive Sensation Seeking	Male	4.05	1.957	85	0.348	Non
	Female	3.95	2.273	168		
Aggression	Male	3.05	1.920	85	0.353	Non
	Female	2.96	1.871	168		
Neuroticism - Anxiety	Male	2.38	2.053	85	3.682	Significant
	Female	3.62	2.746	168		
Activity	Male	6.68	1.904	85	2.866	Significant

	Female	2.98	1.824	168		
Sociability	Male	3.56	2.107	85	0.130	Non
	Female	3.53	1.982	168		

*The value of the tabular (t-test) at a significance level of (0.05) and a degree of freedom of (251) is equal to (1.98).

This result shows that there are no statistically significant differences in each of the factors (impulsive sensation seeking, neuroticism-anxiety, and sociability) in the research sample according to the gender variable, while there are statistically significant differences in the factor (aggression-hostility) in favor of females, and in the factor (activity) in favor of males. This result can be explained in light of the alternative five-factor model that describes people who have the impulsive sensation seeking factor as tending to act impulsively without thinking and poor planning, and searching for excitement and new experiences, while people who have the neuroticism-anxiety factor feel tension, anxiety, fear, possession, low self-confidence, and sensitivity to criticism. As for the aggression-hostility factor, it describes the readiness to express verbal aggression, quick anger, and impatience with others. As for the activity factor, it includes the need for activity and the preference for hard or challenging work. As for the sociability factor, the person prefers to be with others, does not like to be alone, and does not like to be engaged in isolated activities (Muhammad, 2012, p. 203). The researchers believe that the nature of the guidance process requires the educational guide to have a personality capable of thinking and planning wisely without rushing in order to achieve the desired goals, and to stay away from tension, anxiety, fear and hesitation, and to have the ability to establish successful social relationships with his guides and colleagues, and this is what both sexes seek, perhaps making the differences in the level of factors (impulsive sensation seeking, neuroticism - anxiety, and sociability) vary slightly between them, and this result also indicates that there are differences in the aggression - hostility factor in favor of females, and perhaps the reason for this is due to the exposure of female guides to additional challenges in the work environment in addition to social challenges, which can increase their level of pressure and tension, and thus they may show a willingness to express verbal aggression and quick anger as a means of dealing with these challenges, perhaps this will be reflected in their relationships with others, whether at school or anywhere else, and this result also indicates that there are differences in the activity factor in favor of males, the reason may be the prevailing belief in the social or cultural environment that males are more influential in managing external activities and challenges, while the role of females is often associated with care and education Internal.

4. Conclusions:

Educational counselors have a high level of the (activity) factor and low for the (impulsive sensation seeking, neuroticism - anxiety, aggression - hostility, and sociability) factors. There are no differences in each of the (impulsive sensation seeking, neuroticism - anxiety, and sociability) factors among the individuals of the current research sample according to the gender variable (males - females). There are differences in the (aggression - hostility) factor among the individuals of the current research sample according to the gender variable (males - females) in

favor of females. There are differences in the (activity) factor among the individuals of the current research sample according to the gender variable (males - females) in favor of males.

Recommendations:

Adopting the psychological laboratory system to measure mental health indicators and measure some personality traits related to counseling work, for students accepted into the Department of Psychological Counseling and Educational Guidance. Taking into consideration the characteristics of the alternative five-factor model of personality in selecting and employing educational counselors by those in charge of counseling.

Suggestions:

Conduct a study to identify the relationship of the alternative five-factor model with other variables such as: emotional innovation, meaning of life. Conduct an experimental study to develop sociability through the use of counseling techniques such as: dialogue, instilling hope.

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