



Personal characteristics of managers as measured by the Rorschach test and their role in predicting stress

Kerbouche hichem

*Oum el Bouaghi university
(Algeria)*

hichemkerbouche@gmail.com

Azieze Islem

*ERAPSE Laboratory
Oum el Bouaghi university (Algeria)*

aziezislem@gmail.com

Abstract ;

This study aimed to identify the personality characteristics of managers, as measured by the Rorschach test, and their role in the prediction of the phenomenon of stress at work. for this, the researcher tried to measure stress at work in terms of sources and effects. in order to calculate the degree of its relation with the personality characteristics extracted thanks to the application of the Rorschach. On a research sample (36) managers, to arrive at an attempt to predict stress at work by applying the Rorschach test.

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1. Introduction

Introduction: Professional burnout is one of the modern diseases that almost destroys individuals in various ways, as it creates both physical and psychological disorders such as heart disease, high blood pressure, frustration, alienation at work, and even seeking death in work or social life. This is because a person reaches the extreme levels of despair and failure. As for the impact of professional burnout on the performance of institutions and countries, many studies and statistics have shown its great danger. It is a very serious phenomenon that no two people can deny. However, as experts, we can understand it, determine its causes, and even predict it. In this context, our study aims to search for an answer to our essential question. Since the sources of professional burnout are always available and not precisely controllable, the way that the individual deals with these sources remains the main factor. By identifying the relationship between personality traits and burnout, we may be able to predict its appearance and take preventive measures to avoid it or reduce its risks. Therefore, what are the personality traits that the Rorschach test reveals about professional burnout among managers? And can we predict professional burnout by knowing the personality traits of the manager?

2. Personality

2.1 Personality definition

The word "personality" is a common term used in different languages around the world. People's interest in the subject of personality and its definition has varied from ancient humans to modern-day psychologists. For instance, Socrates, who lived between 399-469 BC, considered the primary function of humans to be self-knowledge. Plato confirmed Socrates' words and added a division of the human psyche into the appetitive and rational. Then came Abu Qura, who introduced new ideas. He was the first to make behavioral and psychological problems a concern for doctors and to study them, as they were previously attributed to divine intervention and other supernatural powers beyond nature's control. He was the first to attempt to create a verbal picture of general patterns of human personality. He described several patterns of human personality by identifying a trait and then describing the personality that dominates and possesses that trait.

The Romans did not add much to the meaning of personality as understood by the Greeks, except for introducing the term "persona," as noted by Khatam Ali (2005, p. 17). Albert also indicates that the term "Personality," commonly used in modern European languages, derives from the Latin word "persona," which means mask or covering that a person uses to present a certain appearance to others. In this sense, personality refers to what an individual

shows to others, rather than what expresses their true nature, essence, or inner world, according to Aminyatous Mikhail (1998-1999, p. 87).

It should be noted that the term "personalité" in French is equivalent to the Arabic term "al-shakhsiya" (الشخصية) which is a direct translation of the word. The Arabic language traditionally used the word "shakhs" (شخص) to refer to an individual. However, since the 1930s, the concept of personality has been evolving among researchers through increased interest and study, particularly in the field of psychoanalysis. (Badr Mohammed Al-Ansari, 2000, p. 29).

Before delving into the study of personality, it is important to consider the following factors:

- The emergence of Darwin's theory of evolution in 1859, and Galton is considered one of the first to recognize the importance of individual differences in some mental traits.
- The emergence of experimental psychology, through the efforts of Fichner in 1860, Fant in 1901, Binet in 1905, Troman and Mirelle in 1937, and Doth in 1940, which led to the use of tests in measuring the mental or cognitive aspect of personality.
- The emergence of clinical psychology through the efforts of Freud

(1856-1936), which led to the discovery of the true aspects of human personality.

- The emergence of differential psychology, resulting from the efforts of Fant, Fiber, Fichner, Helmholtz, Galton, Terman, Miel, Binet, and others, between 1890-1930, which led to the study of individual differences and gender differences in intelligence and abilities, which Albur called personalitic psychology (Badr, 1997, p.16).

2.2 Definition of Personality

The definitions of personality are diverse and vary in theoretical and methodological backgrounds, and therefore their number reaches fifty definitions, which made M.Huteau see them as a general and differential concept that cannot be comprehensively addressed except in the light of a certain ideological or epistemological reference. Despite this diversity and variation in definitions, they can be classified into the following:

A- Behavioral or quasi-behavioral definitions of personality. (Personality as a stimulus and response).

B- Definitions of personality as a variable and intermediary.

Behavioral or quasi-behavioral definitions of personality are based on the well-known formula Stimulus-Response.

Personality as a stimulus, refers to the collection of individual traits that can affect others. One of the main criticisms of this type of definition is that it:

- Implies that individuals have different personalities depending on the people around them.
- Means that the only way to study personality is to know how others perceive the person.
- Emphasizes the superficial appearance of personality while ignoring its internal organization and structure.

Personality as a response, on the other hand, focuses on the external appearance of personality - its traits and behaviors - and the responses that result from them. However, this approach has also been criticized for being unidirectional and one-dimensional, as it explains behavior in a mechanistic way (stimulus-response) and neglects the individual's internal world of thoughts, feelings, and motives.

Definition of personality as a dynamic and intermediate structure gives priority to the individual's inner world or what is going on internally. It places great importance on the person's perceptions, self-feelings, personal motivations, and values that may not be apparent in their outward behavior. Personality is seen as a variable and mediator that falls at some point in the distance between the stimulus or the trigger

and the response, or as a hypothetical construct or virtual component inferred from its effects as manifested in the individual's behavior. (Aminyatous, 1998, 1999, p.89)

From these definitions. A.vexliard defines personality as a unified and complete active structure that achieves relative unity and continuity over time for all the devices that take into account each individual's peculiarities in feeling, thinking, and reacting in perceived situations. (Simone Clabaut, 1993, p.6). Jordan Alport defines it as the dynamic organization within the individual of those psychophysical systems that determine his or her characteristic behavior and thought (Badr, 1997, p.18).

Abdelkhaleq (1996) defines personality as "a complex behavioral pattern, largely stable, that distinguishes the individual from others, consisting of a unique organization of a set of functions, traits, and interacting devices that include cognitive, emotional, and executive capacities, genetic and physiological makeup, and historical and situational events that determine the individual's unique response style and distinctive adaptation to the environment." (Bader, p. 19)

3. The primary school Managers

3.1 definition

Managers are defined as individuals responsible for managing various elements

of an open social system, the school administration. The administration is composed of several distinct elements that are interconnected with the surrounding community. The community provides the school with all the necessary resources, facilities, and support to achieve educational activities. In return, the school provides the community with human outputs that aim to embody educational and social objectives. The manager's role is undoubtedly difficult, as they are responsible for balancing and achieving these objectives between the community and the school. This task opens up multiple areas for interaction and diverse needs for exceptional individuals who must achieve them, making the manager vulnerable to these variables associated with their specific tasks, roles, and fields.

3.2 General, educational, and school administration:

The role of a school principal is characterized by its multi-faceted nature and interactions. It involves managing a team of diverse skills and specializations within a set of rules, with the purpose of imparting a certain set of competencies and skills to a group of individuals, ensuring their continuity and growth. This has created not only numerous concepts for administration, but also various types that each focus on a specific field. Due to the complexity of responsibilities and tasks, theoretical concepts may become

confusing to the researcher. Therefore, it is very important to distinguish between the different types of available administrations in this field and to determine what each of them means.

General administration:

It is the execution of tasks by others through planning, organizing, directing, and controlling their efforts. If these efforts are public, meaning they relate to the implementation of the state's public policy, they include various types of government activities, whether they are economic, social, agricultural, industrial, health, educational, or others.

Educational administration:

It is the set of processes, procedures, and means designed according to a specific organization to direct human and material resources towards established goals. It operates within the framework of the comprehensive educational system and its relationship with society.

Educational management:

It is a coordinated effort undertaken by a team of school administrators and technicians to achieve educational objectives within the school in line with the state's goal of providing proper education based on sound principles. It involves the planning, coordination, and direction of all educational and pedagogical activities that

take place within the school to promote its development and progress.

4. The Rorschach test

Its one of the most well-known projective tests and is one of the most widely used psychological tests. Historically, inkblots were used to measure intelligence and creativity by French psychologist Alfred Binet. However, Swiss psychiatrist Hermann Rorschach used responses to inkblots to measure personality traits. In 1911, Rorschach studied children's responses to these inkblots in Zurich schools. In 1917, he expanded his studies to include groups of adults and individuals with mental disorders. He published a study on "psychodiagnosis" in 1921, and during this time he selected ten inkblots that he believed were most effective in revealing an individual's personality traits and used them in the test. It should be noted that Rorschach was interested in interpreting responses to these inkblots through the concepts of psychoanalytic school. He died early in 1922 after publishing the ten inkblots that would become the Rorschach test. (Gregory, R. J. 1992 p. 124)

The scientific legacy of this test was transferred through a group of scientists who migrated to the United States in the 1930s. Among these scientists was Samuel B. Beck, who conducted the first scientific study on the test in the United States in 1937. Later, in 1938, a study on the test was

published by Margaret Hertz Zett. Bruno Klopfer, who was interested in the Rorschach test in Zurich in the 1930s, immigrated to America and worked at Columbia University where he transferred his interest in the test. He published his method for interpreting and correcting the test in 1942. He also founded a scientific journal called "Rorschach Research" in 1937, which later evolved into the names "Projective Tests and Personality Measurement" and then "Personality Assessment." (Graves P.L., Thomas C.B., Mead L.A. (1991), pp. 563-549).

The aspects of personality revealed by the Rorschach test: The Rorschach technique helps to identify the nature and level of some aspects of the individual's personality, including cognitive and intellectual aspects, emotional aspects, and affective or emotional functioning. The following are some details regarding these aspects:

Cognitive and intellectual aspects:

- The level of mental ability and effectiveness, whether it is high, low, or fluctuating.
- The processing style: whether it is logical or illogical, systematic or unsystematic, deductive or inductive.
- Does the individual tend to notice generalities or details? Do they focus on

small and unfamiliar particles or on common particles that they choose?

- **Originality of thinking:** Is the individual able to innovate, imaginative, realistic or fantastic in their thinking?
- **Productivity:** Do they produce easily? Are they productive or not? Is their productivity rich?
- **Are their interests broad or narrow?** Are they rich or superficial? Are they in one field or in several fields? Do they have special interests that reflect emotional bias?

Emotional aspects:

- **General affective tone:** Does the individual's emotional response tend to be spontaneous, depressive, anxious, withdrawn, aggressive, etc.?
- **Social relationship and self-feeling:** Are their feelings towards themselves positive or negative, and do they withdraw or interact with others?
- **Response to emotional stress:** Does the individual tend to cope or collapse quickly in stressful situations?
- **Emotional control:** What is the individual's ability to control their impulses and motivations, and to delay gratification?

Efficiency aspects of the self:

- **To what extent is the individual capable of testing reality, clarity of**

perceptions, strength of the self, and how much does he/she appreciate and trust oneself?

- **What is the nature and aspects of the conflicts that the individual suffers from?**
- **What are the sexual conflicts, conflicts related to power, dependence and negative symbiosis, or self-concept and affirmation, etc?**
- **What are the defense mechanisms adopted by the individual? Suppression, repression, denial, etc?**

It is worth noting that the psychometric approach to personality measurement did not only rely on the concept of "projection" from the psychoanalytic school, but also adopted the "holistic view" of personality put forth by the Gestalt psychologists, who completely reject the reductionistic approach to personality and refuse to treat it as a mere collection of traits or an unlimited set of stimuli and responses (Aminatouss, 1999, p.19).

As for our study, after applying the Rorschach test to managers during the study, their responses to the test were expressed, while the other characteristics or aspects such as sexuality did not appear in the responses, and if they existed, they were not interpretable.

5. Presentation and Analysis of Results:

5.1 Managers' responses to the Rorschach test:

Personality traits that emerged from the study sample after the application, scoring, and interpretation of the Rorschach test. It should be noted that there are other personality traits measured by the Rorschach test but did not appear in the study sample.

Firstly, cognitive structure: From the apparent results, it appears that the study sample is diverse in terms of the presence of personality traits measured by the Rorschach test related to cognitive structure. We notice that the same trait does not always repeat in all the samples, and the integrated characteristics exist only in one aspect, and they are diverse in general in terms of their frequency in the individuals of the sample.

Secondly, emotional structure:

From the apparent results, we notice diversity in the presence of personality traits measured by the Rorschach test related to the emotional structure. We observe that the conflicting or integrated traits exist only in one aspect, and they are diverse in general in terms of their frequency in the individuals of the sample.

5.2 The correlation between stress and personality: The significant correlations between the personality traits measured by

the Rorschach test and the level of stress based on the impact of professional sources of stress on managers can only be observed at the level of six personality traits. Regarding cognitive structure, this significant correlation was observed:

- In terms of approach style, the presence of fear of commitment was negatively correlated with the level of stress at a significance level of 0.05. The correlation coefficient was -0.333, indicating that the higher the level of fear of commitment among managers, the less the impact of professional sources of stress.
- In terms of cognitive ability, the coefficient of correlation between work intelligence and content diversity with the level of stress was respectively 0.984 and 0.163, significant at the levels of 0.01 and 0.05, indicating a positive correlation between work intelligence, content diversity, and the level of stress.

On the *emotional structure level*, significant correlations have been observed:

- In terms of temperament and mood, a negative correlation was found between introversion (-0.693) and relaxation (-0.381) with stress level, at a significance level of 0.05. This means that the higher the level of relaxation or introversion, the lower the impact of professional stressors.
- In terms of social adaptation and human communication, the correlation

coefficient between human communication and stress level was estimated to be 0.361, which is significant at a level of 0.05. This indicates that the higher the level of human communication, the weaker the impact of professional stressors on stress.

Regarding the correlation between stress levels and personality traits according to the Rorschach test we note that significant correlations between personality traits and the appearance of stress symptoms in managers were only observed at the level of the cognitive structure, specifically in relation to some intelligence dimensions. The correlation coefficient for the diversity of content was 0.381, which was significant at the 0.01 level. This means that managers who exhibit more diversity in their thinking processes are more prone to stress, which is consistent with the relationship between diversity in content and the strength of professional sources of stress.

Regarding the emotional structure, a significant negative correlation was found between stress symptoms and both introversion (correlation coefficient of 0.416) and relaxation (correlation coefficient of 0.370), at significance levels of 0.10 and 0.05, respectively. This means that managers who are more introverted or more relaxed tend to have higher levels of stress.

As for the emotional structure of the sample of managers in the study, the correlation coefficient for the positive

correlation between human communication and stress levels was 0.347, which was significant at the 0.05 level. This means that the more frequent human communication is, the higher the stress levels for managers.

Multiple regression analysis:

At the level of cognitive structure: The input variables: The regression method used was Enter, where the program entered the independent variables, which are the cognitive structure (convergent thinking style + success in dealing with reality), into the multiple linear regression equation. Summary of the results: The correlation coefficient (R) was 0.35, the coefficient of determination (R²) was 0.21, and finally, the adjusted coefficient of determination (2-R) was 0.1. This means that the independent variable, which is the success in dealing with reality (cognitive structure/convergent thinking style), was able to explain or predict 10% of the variations in the level of stress, while the rest can be attributed to other variables.

Significance variance test for F ANOVA:

The analysis of the significance variance test for F shows that $P < 0.0001$, which is a strong statistical interpretation for the multiple linear regression model.

The regression coefficient values for the statistical tests calculated : We conclude that the independent variable represented by success in dealing with reality

(cognitive structure/approach style) has statistical significance of 0.031 at a significance level of $P < 0.05$. However, all other independent variables (speed, productivity, dealing with reality in general, dealing with reality theoretically, attention to detail, intelligence, perceptual clarity, etc.) did not have statistical significance in explaining work stress.

Based on the value of the independent variable coefficient (success in dealing with reality), which was estimated at 28.7-, we conclude that success in dealing with reality among the managers of the eye is inversely related to work stress. That is, the lower the level of success in dealing with reality, the higher the level of work stress for them. The predictive equation can be written as follows: Work stress = constant + slope coefficient x success in dealing with reality. *Predictive equation: Work stress = 95.63 - 28.7x(success in dealing with reality).*

On the emotional structure level:

The input variables were entered using the Enter regression method, which revealed that the program included the independent variables, represented by the following characteristics: internalized warmth, human contact, aggression monitoring, surface-level human contact, and introverted expansiveness - after the emotional structure - in the multiple linear regression equation.

5.3 Summary of Models:

- a. Continuous Predictor: Emotional Structure/Social Adaptation and Human Communication/Internal Stagnant Heat.
- b. Continuous Predictor: Emotional Structure/Social Adaptation and Human Communication/Internal Stagnant Heat, Emotional Structure/Social Adaptation and Communication/Human Communication.
- c. Continuous Predictor: Emotional Structure/Social Adaptation and Communication/Internal Stagnant Heat, Emotional Structure/Social Adaptation and Communication/Human Communication, Emotional Structure/Emotion Monitoring/Aggression Monitoring.
- d. Continuous Predictor: Emotional Structure/Social Adaptation and Human Communication/Internal Stagnant Heat, Emotional Structure/Social Adaptation and Communication/Human Communication, Emotional Structure/Emotion Monitoring/Aggression Monitoring, Emotional Structure/Social Adaptation and Human Communication/Surface Level.
- e. Continuous Predictor: Emotional Structure/Social Adaptation and Human Communication/Internal Stagnant Heat, Emotional Structure/Social Adaptation and Communication/Human Communication, Emotional Structure/Emotion Monitoring/Aggression Monitoring, Emotional Structure/Social Adaptation and

Human Communication/Surface Level, Emotional Structure/Mood and Affect/Depression tendency.

The correlation coefficient was 0.91 and the determination coefficient (2R) was 0.83. The adjusted determination coefficient (2-R) was 0.80, indicating that the independent variable represented by emotional structure characteristics, internal stagnant heat, human communication, aggression monitoring, surface-level human communication, and depression tendency, could explain or predict 80% of the variables occurring at the stress level, while the remaining factors are attributed to other factors.

Significant variance F ANOVA test.

a- Continuous predictor: Emotional structure/social adaptation and human communication/internal stance temperature.

b- Continuous predictor: Emotional structure/social adaptation and human communication/internal stance temperature, emotional structure/social adaptation and communication/human communication.

c- Continuous predictor: Emotional structure/social adaptation and human communication/internal stance temperature, emotional structure/social adaptation and communication/human communication, emotional structure /

emotion monitoring / aggressiveness monitoring.

d- Continuous predictor: Emotional structure/social adaptation and human communication / internal stance temperature, emotional structure / social adaptation and communication/human communication, emotional structure /emotion monitoring/aggressiveness monitoring, emotional structure/social adaptation and communication /superficiality.

e- Continuous predictor: Emotional structure/social adaptation and communication / internal stance temperature, emotional structure / social adaptation and communication / human communication, emotional structure /emotion monitoring / aggressiveness monitoring, emotional structure/social adaptation and communication /superficiality, emotional structure /temperament and disposition / favoring introversion.

Dependent variable f degrees of stress based on symptoms :

An analysis of variance (ANOVA) was conducted to determine the explanatory power of the model as a whole using the F test. The result showed a very high significance level ($P < 0.0001$), indicating a strong statistical explanatory power of the multiple linear regression model.

Regression coefficient values for statistically significant tests indicate that the independent variables were significant. According to the t-test at a significance level of $P < 0.05$:

- The variables of human communication and surface communication have a positive relationship with occupational stress, where the t-value was positive, respectively (2.55, 3.88).
- However, the variables of internal heat, aggression monitoring, and introverted extroversion have a negative relationship with occupational stress, where the t-value was negative, respectively (-2.29, -3.16, -6.66).

Therefore, the predictive equation can be written as follows: Occupational stress level = $138.33 - 75.01h + 37.62c - 38.22i + 18.08e - 12.91n$.

6 Discussion of Results:

The current study aimed to identify the personality traits of secondary school principals that help them adapt to job stress and to predict their ability to resist job stress based on their personality traits as measured by the Rorschach test. The research assumed that there is a functional relationship between the different personality traits measured by the Rorschach and the nature and level of job

stressors affecting the principals, as well as the severity of their stress symptoms.

However, the correlation results showed that there is a significant relationship between six personality traits as measured by the Rorschach and the sources of job stress for principals, while a functional relationship was only found between four personality traits and the stress symptoms: diversity in content, introversion, expansiveness, and human connection. The personality traits of fear of commitment and practical intelligence did not show a significant relationship with either the sources of job stress or stress symptoms, unlike in the first relationship.

The results showed a negative correlation between relaxation and introversion, indicating the strong impact of professional stress sources on the manager. A relaxed manager allows for others to enter his work space, increases involvement of others in his tasks and decisions. As discussed in the management chapter, a manager holds a great responsibility derived from his unique position in managing a large group of individuals with different levels and needs. Therefore, the manager should relinquish centralization in making certain decisions, especially since he has various aids in management such as the council. Thus, relaxation allows for consultation with others and delegation of responsibilities, resulting in fewer symptoms of stress, as shown by the

negative correlation between relaxation and stress effects. On the other hand, a manager may use introversion when making critical decisions related to his responsibilities as a manager, such as punishment and other administrative decisions where he bears sole responsibility, often resulting in negative reactions towards him. Thus, introversion can be used as a method of handling stressful situations, reducing symptoms of stress on the manager. This means that a good manager in handling stressful situations is one who can switch from relaxation to introversion as the situation demands.

Human communication has a positive impact on the level of professional stress sources affecting the high school manager, increasing its effect as the degree rises. This is because a manager with a wide human communication network among other workers will have more opportunities to receive many responses from the workers, often complaints, interventions in his work, objections, etc. This creates new stressors for the manager that may result in symptoms of stress, explaining why the intensity of professional stress symptoms increases as human communication increases.

As we find other personality traits according to Rorschach that have been positively associated with sources of occupational stress among high school

principals. The more diverse the content of their thinking processes, the greater the impact of sources on the principal, as their awareness and understanding of different problems, job commitments, and their adherence to a specific time frame to accomplish their tasks and achieve all their goals, makes them constantly afraid of failing to achieve them. Therefore, the breadth of their thinking increases the value of sources of stress for them, which explains the positive relationship between the diversity trait and the severity of stress symptoms. That is, the more diverse the content of the manager's thinking processes, the greater the impact of sources and the severity of stress symptoms.

We note that the more the manager uses practical thinking, the more the stressful sources affect him. The more he searches for practical measures to solve professional problems -stressful ones- the more he faces new obstacles while implementing them. Thus, sources of occupational stress in this case become strong. However, the practical thinking trait did not show a relationship with stress symptoms. This may be attributed to the manager's success in finding suitable ways to adapt to the stressors.

There is also a fear of commitment and the severity of the impact of occupational stress sources. The fear of commitment of managers to their tasks and activities gives them a kind of motivation to work and to

face difficulties and stressors they encounter, leading to a decrease in the level of the impact of the latter. This is consistent with the theory of psychological resilience, where commitment, which is a kind of psychological contract, is committed by the individual to themselves, their goals, and values with others, making it a resistance element to occupational stress, as stressful situations are considered a type of pleasure.

As previously mentioned, there is no correlation between the appearance of both practical intelligence and fear of commitment in both measures, as they only show a relationship in the professional stress sources and severity scale. This confirms the dynamic interaction between personality traits that affects the process of professional stress. The personality of the manager can develop mechanisms and methods to cope with stress after realizing them (through diversity in content). Therefore, the manager's personality traits that are related to professional stress are identified using a different method, while considering the interaction and dynamics between personality traits.

Predicting the level of professional stress:

Regarding the second hypothesis, which suggests the possibility of predicting the level of professional stress among high school principals based on personality traits revealed by the Rorschach, the results showed that the variable of successful reality processing has statistical

significance in resisting professional stress. This is consistent with Lazarus' theory of "evaluation and perception", where in any stressful situation, the individual tries to evaluate and assess the different sources of stress. Therefore, some principals may be more knowledgeable and aware of professional stressors, and thus more accurate or exaggerated in estimating them, while others may be less aware or exaggerated.

The variable of repressed internal heat also plays a role in resisting professional stress, and this result is consistent with psychoanalytic theory, as well as the works of "Winberg" on repression as a defense mechanism against anxiety and stress. Individuals who use the repression mechanism are less responsive to stressors, due to their repression of emotional feelings.

This is also confirmed by the variable of aggression monitoring in this study; as the level of stress decreased with the increase of aggression monitoring. This is what "Kuppis" concluded in 1982, saying that individuals who are more exposed to stressful situations become more aroused and tense, and tend to rely on processes that relieve emotional aspects and focus on positive aspects of the situation.

On the other hand, it was also found that human communication has statistical significance in reducing professional stress resistance in the principal; human

communication can be an important source of stress, especially for introverted principals. Additionally, it was found that the variable of introvertedness has statistical significance in resisting professional stress in the principal, which may explain that the introverted principal who tends to withdraw needs people around him to talk to, and finds them a means of release and ventilation from the stress he experiences, in addition to his ability to take things lightly and have the ability to... (text incomplete).

7. CONCLUSION

This study examined occupational stress among secondary school principals in the city of Oum El Bouaghi, Algeria. It began by confirming the presence of occupational stress among them through identifying various factors that cause stress and then measuring the level of stress through the degree of symptom occurrence and the intensity of its professional sources. In order to detect individual differences related to personality, which can act as significant variables in resisting occupational stress in this group, the Rorschach projection test was applied.

After statistically processing the data, it was found that the relationship between personality traits and stress levels could not be determined through normal correlation procedures since personality traits interact simply with each other dynamically. This led us to research

through the multiple regression coefficient that enabled us to reach the following results:

- Regarding the relationship between personality traits and stressors for the secondary school principal, we found a negative relationship between introversion, extraversion, and the presence of fear of commitment on the one hand and stressors on the other hand since their presence reduces the impact of stressors. Positive relationships also appeared between practical intelligence, content diversity, human communication on the one hand, and stressors on the other hand, where their presence increases the impact of professional stress on the principal.
- As for the personality traits that negatively affect the effects of stress on the secondary school principal, they are introversion and extraversion since their presence reduces stress levels. On the other hand, content diversity and positive human communication affect stress symptoms where their levels increase as these two traits appear more.
- This study also enabled us to determine the personality traits whose presence indicates a high level of stress, such as human communication and superficial human communication. It also indicated that the presence of success in dealing with reality, pent-up internal heat, aggression monitoring,

and extraversion tending towards introversion predict a decrease in stress levels.

This confirms that occupational stress is a process that depends on multiple variables and is influenced by different personality traits.

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