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The Occupational Interests and Its Relation to Psychological Stability among 10th Grade Students with Physical and Hearing Disabilities in Syrian Refugee Camps Schools in Jordan

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Abstract

The purpose of the current study is twofold. First, to determine the occupational interests among tenth-grade students with physical and hearing disabilities in the schools of Syrian refugee camps in Jordan. Second, to explore the relationship between students' occupational interests and their psychological stability. The study was guided by the descriptive correlational method. A convenience sampling technique was adopted to collect data from the participants. It resulted in a sample encompassed a total of 340 male and female students with physical and hearing disabilities. The sample was chosen from schools in the second semester of the academic year 2018/2019. Data was gathered by applying both occupational interests and psychological stability scales. The results pointed out that the levels of occupational interests and psychical stability among the surveyed students were moderate. Moreover, the results revealed that there were statistically significant differences (α=0.05) in students' occupational interests; i.e., field interests, artistry interests, social and service interests, as well as writing and literary interests that attributed to the disability type. Furthermore, the results acknowledged that there were statistically significant differences (α=0.05) in students' health-psychological domain due to gender, in addition to statistically significant differences (α=0.05) in all domains of psychological stability, in terms of the student's living conditions, in favor of students who live in two-parent families. On top of that, the relationship between students' occupational interests and their psychological stability was weak. In light of these results, the researcher calls for further studies on occupational interests and psychological stability using similar research population, its relations with other variables, developing vocational and rehabilitation programs for students with disabilities in Syrian refugee camps in Jordan.

Keywords: Occupational Interests, Students with Physical and Hearing Disabilities, Psychological Stability, Camps Schools, Syrian Refugees, Refugees camps, Refugees schools

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1. Introduction

Researchers have been interested, for many years, in studying all personality aspects of individuals with disabilities. However, researchers have not paid enough attention tooccupational interests of these individuals with disabilities. Psychological stability is one of the most important aspects of personality, which begins to form from the beginning of the individual early childhood, through childhood experiences. An individual can be exposed to psychological stability at any stage of his or her life.

Arab region has recently witnessed political and bloody conflicts, including the Syrian crisis, which has

contributed to the displacement of millions of Syrians to many countries in the world, including Jordan since 2011. The United Nations High Commissioner for Refugees (UNHCR) estimates that 629,128 Syrian refugees were registered with the UN Refugee Agency in Jordan until June 2015; half of them were students and adolescents. Refugees suffer from multiple psychological and social problems, which in turn negatively affect their lives. These problems may have an impact on mental health, as these effects are reflected in the degree of psychological adaptation of the refugees (Hourani et al., 2011).

A research conducted by international non-governmental organizations in late 2013 found that 26 percent of all Syrian refugees in Jordan had physical, sensory or intellectual disabilities. It also had found that schools often lacked facilities to accommodate students with disabilities. A survey on the educational needs of Syrian refugee children with disabilities in Jordan found that the lack of the necessary facilities, specialized educational care and psychological impact of the Syrian conflict on children were key impediments to education. Jordanian teachers stated that training to support children with disabilities was essential (Esvela, 2016).

Consequently, identifying the professional interests of persons with disabilities is a social message, that aimed at directing persons with disabilities to the appropriate professions that commensurate with their preferences, preparations and abilities; this would help persons with disabilities adapt to their disability and achieve self-determination, and move from disability to capacity, from dependence on others to independence and dependence on self, from isolation to integration with others in normal life.

In fact, the aim of this study is to investigate the degree of professional interests, psychological stability and the relationship between these two constructs. Moreover, the study is concerned with identifying the differences among students in terms of their gender, disability type and living conditions.

2. Literature review and hypotheses development

Occupational interests

Occupational interests had been defined as the tendency of the individual to a specific profession, even if this work produces less income because of the pleasure the individual gets from doing this work. (Abdul Hamid, 2003). Kassem (2001) defined professional interests as the total of a person's acceptance responses relating to a particular profession. The importance of professional interests can be seen through the activities of people as well as a motivation for their creativity. These interests help to improve learning and education through the use of counseling and guidance programs, and works to help students succeed and excel in academic achievement. (Al Badi, 2011).

Globally, disability is one of the main sources of risk facing industrial and developing societies; no society shall be free of all kinds of disabilities regardless of the degree of its development and whatever measures of protection are taken (Levinson and Palmer, 2005). Therefore, services provided for people with disabilities are one of the most important social variables that contribute to changing their behavior (Helal, 2009). The rehabilitation process for people with disabilities is the duty of society and the state to help them adapt in society and accept themselves to become productive members (Mynatt and Gibbons, 2011). If there is difficulty in adapting to the profession because of a disability, the individual needs vocational training (Omar, 2010). A

person with a disability has the right to communicate socially with others, while at the same time helping to increase the self-esteem of the person with disabilities, build positive attitudes about the profession, and develop practical skills in the field of his or her profession (Larsson and Gard, 2003).

Professional interests for people with physical disabilities

Education of individuals with physical disabilities is of great importance to society. This concern has focused on all categories of disability in general. Physical disability has received great attention in recent years both in terms of scientific study and professional advancement. This concern is partly due to the growing conviction in different societies that motor-disabled individuals, like other ordinary members of society, have the right to life (Katsui, 2008). The lack of access to employment opportunities for individuals with disabilities may lead to problems such as helplessness, insecurity, aggression, and depression; in addition to lack of family income, especially if the person with disability is the sole breadwinner of the family. Thus, this may lead to the emergence of many problems such as begging, theft, delinquency and problems that hinder the development of societies (Al Rantisi, 2008).

Professional interests for people with hearing disabilities

Hearing disability is considered to be one of the most influential types of disability on the people with this disability (Punch et al., 2004). There is no doubt that hearing disability negatively affects the them as it causes problems such as inability. In order to overcome this disability, a person with a hearing disability can adapt to the condition by learning new ways to meet his or her needs or by using special tools; and can work to change his or her surrounding reality through the exploitation of what is available to him or her (Al Sayed, 2010). The professional needs of people with hearing disabilities are to determine their need to enroll in a vocational rehabilitation center, study the extent to which they can benefit from rehabilitation services, determine the type of services provided to them, determine the level and severity of hearing disability, assistive hearing aids, identify abilities, attitudes, motivations and personality analysis, measure the impact of disability on the individual and the people around him or her, identify the creation of rehabilitation programs matching training and market needs, and follow-up these individuals with hearing disabilities during training and in-service after rehabilitation (Al Saeed, 2016).

Psychological stability

The concept of psychological stability is linked to sustainability, resistance and endurance, a sense of cohesion and adaptation and organization. Alongside this concept are other concepts such as: emotional stability, solidity and endurance, psychological self-organization, the possibilities of personal adjustment, balance and resistance psychological security, stable behavior and others (Hennessy, 2018). Kulikov (2004) defines him as the mechanism for dealing and interacting with personal life behaviors. Maslow (2009) stated that it is the adaptability of a person that allows identification and prevention of internal and external effects, and the mechanism of mental regulation of behavior and activity.

The formation of psychological stability, as an essential characteristic of personality, is very important, especially for the adolescence years, when temporary crises in life are often considered (Arshinova, 2007). The importance of psychological stability lies in the resistance to stress, which is formed in the psychological,

emotional, cognitive and behavioral aspects, the safety and psychological culture, which is reflected in the development of a future career and permanent. It also lies in the ability to adapt to new requirements, solve problems, and maintain self-confidence in cases of frustration, satisfaction and positive attitude towards oneself; in addition to the ability to make decisions, ability to create and use relationships with the surrounding community (Andreev, 2008).

Psychological stability for people with disabilities

Disability is a major reason why a person is not adapted to society due to psychological and social crises within the family environment compared to others. One of the objectives of special education is to develop programs for people with disabilities, through which they can enhance their abilities and capabilities in performing the tasks they are required to do as members of society, This gives them the right to life and freedom from dependence on others to perform the tasks of their daily lives, as they are seen as individuals who can assume many roles if they are properly trained and qualified. (Friend, 2005).

Psychological stability for people with physical disabilities:

Physical disability represents the cases of individuals with a disability in their motor abilities or motor activity, which affects the manifestations of their mental, social and emotional development. People with motor disability require special education because the characteristics of their personality vary according to the different manifestations. Feelings of anxiety, fear, rejection, aggression and introversion may be characteristic of the behavior of persons with motor disabilities, and such personal behavioral characteristics are influenced by other people's attitudes and reactions to manifestations of people with motor disabilities (Al Awamleh, 2003).

Psychological stability for people with hearing disabilities:

People with impaired hearing have special needs, to alleviate their disability and help them to satisfy their different needs in special ways and methods. The needs of persons with impaired hearing are classified into three types: primary needs, psychological and social needs (Psychosocial needs for security, love, self-fulfillment, play), and specific needs of a special nature such as educational, qualifying, and special training needs (El Gohary, 2006).

3. Method

Sample

The sample of this study comprised 10th grade students with physical and hearing disabilities in the schools of the Syrian refugee camps in Jordan, i.e., Zaatari and Azraq refugee camps. Those schools included 400 students in the second semester of the educational year 2018/2019. Using a convenience sampling technique, data was collected from 340 students. Out of the study participants, 58% were males, 42% females, 50% with hearing disability and 50% with physical disability. Most of the students (67%) live in two-parent families in comparison of those live with their mothers only (17%) or those who live with their father only (10%) and 7% who live without a father and a mother.

Procedures

The present study has gone through several stages, including identifying the target sample as a first stage, and then preparing tools for measuring and collecting data. The third phase included the facilitation document sent from the University of Jordan to the Ministry of Education for the purpose of the research mission achievement. Then, obtaining permission from the Directorate of Syrian Refugees Affairs in the Ministry of Interior of Jordan to apply the study tools on students with disabilities in the targeted schools. Next, measuring the stability of the study tool using a pilot sample before starting data collection. The next step was visiting schools in Zaatari camp and Azraq camp for Syrian refugees and informing them about the study objectives. Study tools were applied from March 26 to April 29, 2019 of the second semester of the academic year 2018/2019. The researcher accompanied a sign language interpreter to clarify the questions and to facilitate the communications with the target group of students with hearing disabilities. Each individual application took 30 to 40 minutes to complete. The overall data collection process took 36 days. Finally, the responses of students were categorized and coded for the purpose of statistical analysis using IBM SPSS.

Instruments

Students' occupational interests were measured via adapting the original version of Salem et al.'s scale (2017). The scale covers eight interests, which are field, scientific, artistry, social and service, industrial and engineering, business and accounting, influential or persuasive, as well as writing and literary interests. It was anchored using five point responses ranged from 5 (strongly preferred) to 1 (strongly not preferred). Psychological stability was measured based on previous works, e.g., Abdullah (2013), Belasheva and Petrova (2016) and Hennessy (2018). It contained two sections: the first assessed the participants' personal data, such as gender, disability type, and living conditions, while the second was used to evaluate the domains of psychological stability scale, emotional stability (items 1-13), social stability (items 14-25) and health stability (items 26-37).

Validity and reliability

Scale validity was tested via a panel of experts from the Department of Counseling and Special Education at the University of Jordan and Yarmouk University. The process of scale validation resulted in a scale with 37 items. On the other hand, reliability was done by applying a test-retest technique on an outer sample that comprised 25 students with physical and hearing disabilities, during two weeks. Reliability results depicted in Table 1 signifies that the scale exceeds the reliability threshold.

Table 1. Correlation coefficients of the test-retest reliability of psychological stability

Variables	r	p
Emotional stability	0.875	0.000
Social stability	0.900	0.000
Health stability	0.948	0.000
Total score	0.948	0.000

4. Results and discussion

Degrees of students' professional interests

Table 2 shows means and standard deviations (SDs) of the professional interests of students with physical and hearing disabilities in the schools of Syrian refugee camps in Jordan. Totally, the results underline that the grand mean of students' professional interests was moderate (M = 1.74, SD = 0.38). Specifically, writing and literary interests ranked first with a moderate degree (M = 1.91, SD = 0.70), followed by artistry interests (M = 1.89, SD = 0.63), field interests (M = 1.82, SD = 0.59), business and accounting interests (M = 1.79, SD = 0.79), influential and persuasive interests (M = 1.71, SD = 0.60), industrial and engineering interests (M = 1.64, SD = 0.67), scientific interests (M = 1.61, SD = 0.68), and social and service interests (M = 1.44, SD = 0.56).

Basically, means and standard deviations of each interest as represented in the study tool by photos were also computed. It was noted that the students are moderately inclined to the Writer profession within writing and literary interests (M = 2.04, SD = 0.85) as well as to the Librarian profession (M = 1.79, SD = 0.83). On top of that, the Painter is most preferable profession within the artistry interests (M = 2.37, SD = 0.66). The other artistry interests, i.e., sculptor, Fashion Designer and Musician, were moderately demonstrated in the second, third and fourth ranks. For field interests, Tailor, Cook, Farmer and Baker were moderately ranked as preferred professional interests. However, Tailor was the most favored one (M = 2.07, SD = 0.85). Regarding business and accounting interests, the results stipulate that both Accountant (M = 1.81, SD = 0.83) and Businessman (M = 1.78, SD = 0.88) professions were moderately desirable. With regard to influential and persuasive interests like Teacher, Lawyer, Judge, Broadcaster and News reporter, different findings emerged. That is, students were only moderately interested in Teacher (M = 2.15, SD = 0.86) and Lawyer professions (M = 1.84, SD = 0.87). In terms of industrial and engineering interests, the results unveiled that the participants in the current study were moderately. The mean number absorbed of professions such as Architect was (M = 1.70, SD = 0.82) and Electronic Engineer was (M = 1.68, SD = 0.81).

Interestingly, the results made known that the students have no preference in scientific professions like Medical Laboratory, Pharmacist, Physician and Nurse. Mean value of these professions ranged between (1.56-1.66). Finally, similar results were found with reference to social and service interests with maximum mean values of (1.52).

Principally, the results indicate that the participants were primarily interested in writing and literary professions, artistry professions, field professions, business and accounting, influential and persuasive professions, and industrial and engineering professions.

Table 2. Means and SDs of students' professional interests.

No.	Professional Interests	Means	SDs	Rank	Degree
8	Writing and literary interests	1.91	0.70	1	Moderate
	Writer	2.04	0.85	1	Moderate
	Librarian	1.79	0.83	2	Moderate
5	Artistry interests	1.89	0.63	2	Moderate
	Painter	2.37	0.66	1	High
	Sculptor	2.30	0.68	2	Moderate
	Fashion designer	2.10	0.70	3	Moderate
	Musician	2.01	0.60	4	Moderate
1	Field interests	1.82	0.59	3	Moderate
	Tailor	2.07	0.85	1	Moderate
	Cook	2.01	0.86	2	Moderate
	Farmer	1.95	0.84	3	Moderate
	Baker	1.89	0.84	4	Moderate
4	Business and accounting interests	1.79	0.79	4	Moderate
	Accountant	1.81	0.83	1	Moderate
	Businessman	1.78	0.88	2	Moderate
7	Influential and persuasive interests	1.71	0.60	5	Moderate
	Teacher	2.15	0.86	1	Moderate
	Lawyer	1.84	0.87	2	Moderate
	Judge	1.63	0.78	3	Low
	Broadcaster	1.59	0.82	4	Low
	Reporter	1.36	0.63	5	Low
3	Industrial and engineering interests	1.64	0.67	6	Low
	Architect	1.70	0.82	1	Moderate
	Electronic Eng.	1.68	0.81	2	Moderate
	Mechanician	1.54	0.78	3	Low
2	Scientific interests	1.61	0.68	7	Low
	Medical laboratory	1.66	0.77	1	Low
	Pharmacist	1.63	0.78	2	Low
	Physician	1.61	0.75	3	Low
	Nurse	1.56	0.72	4	Low
6	Social and service interests	1.44	0.56	8	Low
	Policeman	1.52	0.76	1	Low
	Restaurant worker	1.37	0.68	2	Low
	Total score	1.74	0.38	-	Moderate

Differences between students' interests due to disability type

Using an independent sample t-test to explore the differences between the responses of students with physical and hearing disabilities, the results depicted in Table 3 exemplify statistically significant differences between subjects' responses in writing and literary interests, artistry interests, field interests, as well as social and service interests. Students with physical disabilities tended to prefer career interests in trade and social services, while students with hearing disabilities tended to favor careers in artistry, writing and literature.

Table 3. Differences between students' responses based on disability type

Source	Disability Type	No.	Mean	SD	DF	t-value	Sig.
(1)	Physical	171	1.76	0.62	338	- 4.047	0.000 *
	Hearing	169	2.07	0.75			
(2)	Physical	171	1.80	0.60	338	- 2.741	0.006 *
	Hearing	169	1.98	0.65			
(3)	Physical	171	1.90	0.64	338	2.582	0.000 *
	Hearing	169	1.74	0.52			
(4)	Physical	171	1.71	0.76	338	- 1.864	0.063
	Hearing	169	1.87	0.81			
(5)	Physical	171	1.70	0.57	338	- 0.421	0.674
	Hearing	169	1.73	0.62			
(6)	Physical	171	1.64	0.66	338	- 0.103	0.918
	Hearing	169	1.64	0.69			
(7)	Physical	171	1.68	0.67	338	1.784	0.075
	Hearing	169	1.55	0.69			
(8)	Physical	171	1.52	0.57	338	2.708	0.007 *
	Hearing	169	1.36	0.53			
Scale	Physical	171	1.74	0.37	338	0.003	0.998
	Hearing	169	1.74	0.38			

(1) Writing and literary interests, (2) Artistry interests (3) Field interests, (4) Business and accounting interests, (5) Influential and persuasive interests, (6) Industrial and engineering interests, (7) Scientific interests, (8) Social and service interests. * Significant at $\alpha \leq 0.05$.

Degrees of students' psychological stability

Degrees of students' psychological stability from their perspectives were extracted using means and SDs, as exhibited in Table 4. It can be noted that the total degree of students' psychological stability is moderate (M = 2.31, SD = 0.32). Accurately, students' psychological stability was in the first rank (M = 2.49, SD = 0.37), followed by students'

emotional stability (M = 2.31, SD = 0.41) and students' social stability (M = 2.13, SD = 0.37). Explicitly, students' responses at the level of each domain were figured using means and SDs of the items used to assess those domains.

Table 4. Means and SDs of students' psychological stability

No.	Psychological stability type	Means	SDs	Rank	Degree
3	Psychological stability	2.49	0.37	1	High
1	Emotional stability	2.31	0.41	2	Moderate
2	Social stability	2.13	0.37	3	Moderate
	Total score	2.31	0.32	-	Moderate

Emotional stability

Table 6 reveals the degrees of students' emotional stability based on specific items used to appraise these degrees. According to the results, item no. 12 "I want to fulfill my dreams" ranked first with a high degree (M = 2.62, SD = 0.60), followed by item no. 1, in which students expressed their abilities to adapt to the surrounded environment, despite the difficult circumstances they faced. Meanwhile, item no. 10 "I feel lonely" ranked last with a moderate degree (M = 1.74, SD = 0.70).

Table 5. Means and SDs of emotional stability domain

No.	Items	Means	SDs	Rank	Degree
12	I want to fulfill my dreams.	2.62	0.60	1	High
1	I have the ability to adapt to the environment despite difficulties	2.45	0.67	2	High
2	I have the ability to adapt to positive and negative individuals	2.43	0.67	3	High
3	I have flexibility to adapt to different situations.	2.39	0.72	4	High
9	I have self-confidence.	2.39	0.70	5	High
4	I have the ability to face my difficulties.	2.36	0.71	6	High
5	I organize my personal affairs according to the situation and circumstances I face.	2.36	0.67	7	High
8	I can organize my personal affairs and appointments	2.36	0.70	8	High
7	I have matured emotions and personality.	2.32	0.69	9	Moderate
13	I am an optimistic person.	2.29	0.66	10	Moderate
11	I avoid severe sensitivity when dealing with people.	2.27	0.76	11	Moderate
6	It's hard to provoke me quickly.	2.02	0.71	12	Moderate
10	I feel lonely.	1.74	0.70	13	Moderate
	Total score	2.31	0.41	0.41	Moderate

Social stability

Table 6 signifies students' social stability on the basis of the items utilized to evaluate this variable. It was observed that the total degree of students' social stability is moderate (M = 2.31, SD = 0.37). Extremely, item no. 18 "I think about economic stability" ranked first (M = 2.37, SD = 0.66) and item no. 15 "I have difficulties

communicating with others" ranked last (M = 1.74, SD = 0.72).

Table 6. Means and SDs of social stability domain

No.	Items	Means	SDs	Rank	Degree
18	I think of my economic stability (I can buy all things I need)	2.37	0.66	1	High
14	I enjoy social relationships with others.	2.34	0.66	2	High
24	I can set my life goals.	2.34	0.72	3	High
17	I tend to have emotional relationships.	2.30	0.68	4	Moderate
23	I feel the respect and attention of others to me.	2.18	0.71	5	Moderate
21	I make my own decisions.	2.14	0.69	6	Moderate
19	I feel free in my life.	2.10	0.70	7	Moderate
22	I trust others.	2.05	0.58	8	Moderate
20	I am independent in my actions	2.02	0.74	9	Moderate
25	I feel justice and equality in the surrounding society.	2.02	0.70	10	Moderate
16	I feel that I am an active person in the society.	2.01	0.60	11	Moderate
15	I have difficulties communicating with others.	1.74	0.72	12	Moderate
	Total score	2.13	0.37	-	Moderate

Psychological health stability

The total degree of students' psychological health stability, as illustrated in Table 7, was high (M = 2.49, SD = 0.37). All items were high, ranging between 2.34 and 2.69. The degree of item no. 37 "I have a feeling of taking sedative drugs" was high and ranked first (M = 2.69, SD = 0.61), followed by item no. 29 "I eat a lot of food because of fear and anxiety" (M = 2.67, SD = 0.58), while item "I suffer from complaining " ranked last (M = 2.34, SD = 0.66).

Table 7. Means and SDs of psychological stability domain

No.	Items	Means	SDs	Rank	Degree
37	I have a feeling I need to take sedative drugs	2.69	0.61	1	High
29	I eat a lot of food because of fear and anxiety.	2.67	0.58	2	High
30	I usually feel I have nausea and want to vomit	2.62	0.56	3	High
34	I may resort to smoking.	2.61	0.64	4	High
35	I have a feeling of frustration and failure.	2.56	0.58	5	High
36	I feel that I need a psychologist.	2.51	0.70	6	High
28	I suffer from severe anorexia	2.50	0.65	7	High
31	I feel reassured and calm	2.38	0.63	8	High
33	I have a sense of hope (future aspirations).	2.37	0.69	9	High
26	I have regular sleep times.	2.34	0.70	10	High
27	My appetite for food is good	2.34	0.64	11	High
32	I suffer from grumbling.	2.34	0.66	12	High
	Total score	2.49	0.37	-	High

Differences between students' psychological stability due to gender, disability type, and living conditions

Examining the differences between students' psychological stability based on their gender, as underlined in Table 8, reveals that there were statistically significant differences between male and female students in terms of health psychological stability in favor of female students.

Table 8. Differences between students' responses based on gender

Source	Gender	No.	Mean	SD	DF	t-value	Sig.
(1)	Male	197	2.32	0.39	338	0.634	0.527
	Female	143	2.29	0.44			
(2)	Male	197	2.13	0.34	338	0.094	0.925
	Female	143	2.13	0.40			
(3)	Male	197	2.46	0.38	338	- 2.200	0.028 *
	Female	143	2.55	0.36			
Scale	Male	197	2.30	0.31	338	- 0.529	0.597
	Female	143	2.32	0.35			

(1) Emotional stability, (2) social stability (3) health stability. * Significant at $\alpha \leq 0.05$.

On the other side, the results in Table 9 indicate that there were no statistically significant differences between students' psychological stability degree based on their disability type.

Table 9. Differences between students' responses based on their disability type

Source	Disability Type	No.	Mean	SD	DF	t-value	Sig.
(1)	Physical	171	2.31	0.41	338	- 0.061	0.952
	Hearing	169	2.31	0.41			
(2)	Physical	171	2.12	0.37	338	0.775	0.439
	Hearing	169	2.15	0.36			
(3)	Physical	171	2.49	0.36	338	-0.011	0.992
	Hearing	169	2.50	0.39			
Scale	Physical	171	2.31	0.31	338	-0.322	0.747
	Hearing	169	2.32	0.34			

(1) Emotional stability, (2) Social stability (3) Health stability. * Significant at $\alpha \leq 0.05$.

Furthermore, the results of the differences between students based on their living conditions, as shown in Table 10, using one-way ANOVA test, clarify that there were statistically significant differences between students in terms of all domains of psychological stability; i.e., emotional, social and health stability. Totally, the results highlight similar results. Using Scheffe test, those differences were in favor of students who live in a two-parent family.

Relationship between students' professional interests and their psychological stability

Pearson correlation coefficients were used to assess the relationship between students' professional interests and their psychological stability. The results show that there was a statistically significant relationship between students' interests and their psychological stability (r = 0.281). However, students' interests explain only 8% (R^2 = 0.078) of the variance in psychological stability, which means that the relationship between students' interests and their psychological stability Positive directly proportional In general, and the relationship is weak.

Table 10. Differences between students' responses based on their living conditions

Source	Living condition	No.	Mean	SD	F-value	Sig.
(1)	Two-parent family	228	2.37	0.38	6.736	0.000 *
	Mother only	57	2.21	0.44		
	Father only	33	2.17	0.48		
	Lives with others	22	2.08	0.41		
	Total	340	2.31	0.41		
(2)	Two-parent family	228	2.20	0.35	7.898	0.000 *
	Mother only	57	2.04	0.40		
	Father only	33	2.01	0.37		
	Lives with others	22	1.90	0.33		
	Total	340	2.13	0.37		
(3)	Two-parent family	228	2.54	0.35	5.252	0.001 *
	Mother only	57	2.46	0.32		
	Father only	33	2.34	0.42		
	Lives with others	22	2.32	0.50		
	Total	340	2.49	0.37		
Scale	Two-parent family	228	2.37	0.30	9.236	0.000 *
	Mother only	57	2.24	0.34		
	Father only	33	2.18	0.38		
	Lives with others	22	2.10	0.30		
	Total	340	2.31	0.32		

(1) Emotional stability, (2) Social stability (3) Health stability. * Significant at $\alpha \leq 0.05$.

As depicted in Table 11, most relationships between students' professional interests and their psychological stability were weak since Pearson correlation coefficients ranged between 0.121 and .320.

Table 11. Pearson correlation coefficients

	Students' psychological stability
(1)	- 0.121*
(2)	0.285**
(3)	0.258**
(4)	0.320*
(5)	0.150**
(6)	0.042
(7)	0.320**
(8)	0.140**
(9)	0.281**

(1) Field interests, (2) Scientific interests, (3) Industrial and engineering interests, (4) Business and accounting interests, (5) Artistry interests, (6) Social and service interests, (7) Influential or persuasive interests, (8) Writing and literary interests, (9) Professional interests. ** Significant at $\alpha \leq 0.01$.

5. Results discussion

Discussion of degrees of students' professional interests

The results pointed out that the degree of students' professional interests was moderate. This result can be attributed to the difficult living conditions that the students with physical and hearing disabilities experienced, as well as to the disability itself which frustrated students' interests towards certain professions. The result may also be attributed to the lack of professional support and guidance provided by the responsible authorities and organizations. Such support can motivate students with physical and hearing disabilities and arouse their enthusiasm for their possible involvement in the society by choosing a profession that can be exercised in the light of their disabilities.

Furthermore, the results showed that tenth grade students with physical and hearing disabilities have more literary tendencies than professional ones. This result may be attributed to the nature of the disability itself that prevents them from practicing in the professions, in addition to the environment in which students with physical and hearing disabilities live inside the camp, which lacks freedom of movement and prevents them from exceeding the camp's borders. The literary professions are highly available within the camp due to the availability of resources such as papers, books, magazines, colors, boards, electrical appliances, and computers. The results of this study coincided with those of Abdul Hakeem (2015), which showed that there are challenges that accompany persons with physical disabilities and their professional life in terms of their inclinations, professional abilities, academic and social circles, in addition to the social exclusion of persons with physical disabilities in society. The results were also consistent with the results of the Farrugia study (2012), which showed less professional tendency to survey professional, educational and cultural opinion than ordinary students. The results of this study were consistent with Wilson et al., (2009) which showed that social support affects the professional interests of people with physical disabilities.

The following is a discussion of the sub-domains of the professional interests of the students with physical and hearing disabilities. In terms of field professions, the results showed that the professional interests of the tenth grade students with physical and hearing impairment is moderate. The students had a tendency to the profession of " Tailor" and this

result may be attributed to the fact that the sewing profession does not need high physical exertion, and that it depends on the hands significantly,, in addition to sewing is a handicraft profession that is easily accessible and learned inside the camp, as they do not need to go abroad, and Syrian people have a well-earned reputation as being skilled in the art of sewing. This skill has traditionally been passed down from parent to child over the years. The results of this study coincided with the results of the study of Farrugia (2012), which showed the tendencies of students with hearing problems towards manual activities.

In the last place, the tendencies of the tenth grade students with physical and hearing impairment came for the blacksmith, which received a low degree; may be due to the nature of this profession, which requires special motor skills such as climbing or fixing walls, also this profession needs hearing interacting with others while working; the nature of the camp may be a reason, where such profession may not be required, because most refugees live in cabins and caravans. The results of this study differed from Al-Ruwaished (2018), which showed that there are scientific and practical professional interests among gifted and ordinary students. They have professional interests for mechanical and construction work.

For scientific professions, the results showed that the scientific tendencies of the tenth grade students with motor and hearing disabilities were low; scientific tendencies are represented in medical analyst, pharmacist, doctor and nurse. This result is due to the great challenges facing students with motor and hearing disabilities inside the camps, which are: the difficulty of leaving the camp to continue their studies at universities; also these professions require interaction and communication, which is difficult for this category of students to practice, and the results of this study agreed with the results of Abdul Hakeem's (2015) study, which showed that there are challenges facing people with disabilities and there is difficulty in determining the orientation and professional attitudes. With respect to the industrial and engineering interests, the results of the study indicated that the engineering and industrial tendencies of the tenth grade students with physical and hearing disabilities were of a low grade, ; but the students' tendencies towards the profession of architect is medium-level architect, and this result may be attributed to the difficulty of obtaining this profession, which depends on a high-level scientific certificate such as the study University, This is what prevents students with physical and hearing disabilities and this profession . Furthermore, students were found to have a low level of professional orientation towards the mechanic profession, and this result may be attributed to the aforementioned in the blacksmith profession that needs roughness in work and also to the Effective communication, knowing that this profession need a muscular effort to all parts of the body, and need hearing skill in identifying faults and their sources, and this cannot be reconciled between the nature of the disability suffered by the students (physical and hearing disabilities). This finding differed from the study of Farrugia (2012), which showed the tendency of students with hearing disabilities towards for manual activities and professional crafts, for deaf students. Concerning business and accounting, the results of the study showed that the tendencies of the tenth grade students with physical and hearing disabilities were medium. These professions were represented in (accountant and businessman). This result was attributed to the fact that students with physical and hearing disabilities find it difficult to obtain these jobs. Given the circumstances surrounding them, the nature of their disability, and the challenges that limit their mobility, which requires life skills to interact, communicate and understand all the developments around them and activities that require sight, hearing and physical skills to the fullest, and this is what lacks a To impede mobility and hearing in refugee camps for Syrians. This finding is consistent with Al-Jundi (2017), who has shown that the difficulties of war and disasters increase physical barriers and communication difficulties, which in turn affect their emotional

growth, which leads to isolation from others, and this leads to lack of interaction and the difficulty of obtaining careers that require a broad horizon and skills in social communication.

Regarding the artistry professions, the results of the study showed that the artistic tendencies of the tenth grade students with physical and hearing disabilities were generally moderate. The tendency of the painter profession was high; this may be due to their mental abilities, hence the role of imagination and perception in translating this into actual paintings, that do not require mechanical or muscular efforts, depends on the entire body parts, and also provides a great resource of this profession. The results of this study are consistent with Abdul Hakeem (2015), who showed some of the challenges that people with disabilities and the difficulty faced in determining their professional orientation.

For the social and service professions, the results of the study showed that the tendency of social and service professions was low among the tenth grade students with motor and hearing disabilities. These professions were represented in (policeman and restaurant worker). This result is due to the dread formed by the students due to what they saw in the war. The profession of the restaurant worker confronts those with physical and hearing disabilities with a great difficulty because of the skills needed for communication, interaction and motor effort; it is difficult for this group of students to engage in this profession, and this is consistent with Hager (2002), who researched the professions that suits those with motor disabilities. With reference to influential and persuasive professions, the results of the study showed that the persuasive and influential professional interests of the tenth grade students with physical and hearing disabilities were generally moderate. Persuasive and influential tendencies require interactive and communicative skills, as advocated (Hager, 2002). Finally, respecting the results of the tendency towards the writing and literary professions, it was found that there is a moderate tendency for writing and literary professions for tenth grade students with physical and hearing disabilities, who suffered of using paper and pen, which is the least they can practice and master. A percentage of the studied students did not consider this type of professions as a profession because it does not provide them with their living requirements, nor does it ensure a better future for them in light of the disability they suffer from ; this is what agreed with the results of the Farrugia's (2012) study inclination towards professional occupations in the areas of verbal and academic learning.

Discussion of differences among students' interests due to disability type

The results of the study showed that there are statistically significant differences at the level of (0.05) in the degree of professional interests (field tendencies, technical tendencies, social and service tendencies, writing and literary tendencies) among the tenth grade students with physical and hearing disabilities in the Syrian refugee camps in Jordan. This result may be attributed to the availability of occupations related to tailoring, agriculture and cooking practiced by students with mobility disabilities according to their disability.

Discussion of students' psychological stability degrees

The results of the study showed that psychological stability was generally moderate among the tenth grade students with physical and hearing disabilities in the refugee camp schools. This result was attributed to the high level of safety enjoyed by the Jordanian environment, and the ensured human rights in its laws and regulations, as well as the enforcement of all these laws and regulations, and as well as a humane concern for the Syrian refugees should result in providing this group, especially those with disabilities with a safe and dignified life. . This is consistent with the findings of Abu al-Ghanam's et al. (2016) study, which showed an average level of social harmony and

psychological security among Syrian refugee students in Madaba governorate, Jordan, but differed with the results of Al-Abdeen (2018), which reached high psychological stability among students with hearing disabilities at the University of Madaba, and disagreed with the results of Diane (2018) which showed a high degree of psychological stability among students with motor disabilities in South Darfur State. The sub-areas are discussed below.

The results indicated, in terms of personal emotional stability, that the emotional personal stability was the average score from the tenth grade students with motor and auditory disabilities point of view. Because these students have suffered setbacks and difficulties in life as young, but they now have begun to feel that they have the determination, and must be compensated for the loss of the practice of normal life and interaction and communication with members of society in general; they think it is the time to fulfill the dreams of the future, due to the availability of a safe and stable environment, in the light of social consensus. This result is consistent with the study of Abu al-Ghanam et al (2016). For social stability, the results of the study showed that the socio-economic stability moderate degree of the tenth grade students with physical and hearing disabilities. This result may be attributed to the fact that those with physical and hearing disabilities in the Syrian refugee camp practice their normal lives, enjoy social relations with others, but do not feel effective in the community in view of their disability, isolation and lack of activities in the general community. This is what was agreed with the Al- Bayoumi (2003) that the segment of persons with disabilities is one of the most segments of society in need of psychological stability, because of the difficult psychological, social and economic challenges they face. As to psychological health stability, the results of the study showed that the mental health stability of the tenth grade students with physical and hearing disabilities was high, and this result may be attributed to the fact that those with physical and hearing disabilities in the Syrian refugee camp suffer from limited psychological stress due to the significant support of this group by cultural, service and health organizations. This result may also be attributed to the nature of the Jordanian state's environment in maintaining security and safety in the camps, providing them with a safe atmosphere inside the school; in addition to assisting the teams of the refugee organizations, which have been Diane (2018) to ensure equal access to services for all within the camp. It was also found that health stability is of a good level; high security control prevented the entry of contraceptives. This is consistent with the results of Diane (2018) which showed high psychological stability in students with motor disabilities, and also agreed with the results of the Al-Abdeen (2018), which showed a high level of psychological stability in students with hearing disabilities.

Discussion of differences between students' psychological stability

The results indicated that there were statistically significant differences in the level of (0.05) in the degree of psychosocial stability in the tenth grade students with physical and hearing disabilities, due to the gender variable; and it is clear that the differences were in favor of females. This result may be attributed to the increased attention and focus on female refugee students. Being weak, in addition to providing their requirements and needs by organizations; where their health status is better than males because of the attention and care, as they are the focus of family attention, since they are considered to be more sensitive and less tolerant to harsh conditions, unlike males who are exposed to harsh conditions and problems. The results of this study are consistent with those of Diane (2018) because of differences in the level of psychosocial stability attributable to sex.

As for the type of disability, the results showed that there were no statistically significant differences at the level of significance (0.05) in the degree of psychological stability as a whole, and as of the fields (emotional personal stability, social stability, psychological health stability). These results can be attributed to the fact that students with different

motor and hearing disabilities in the camp schools live in different environmental conditions; in addition, they receive psychosocial and therapeutic services to the same extent regardless of the type of disability, which gives them a sense of satisfaction and tranquility in spite of their circumstances. The results of this study along with the results of Al-Abdeen (2018) showed that there are no statistically significant differences in the degree of psychosocial stability of the hearing impaired students according to the type of disability variable. Respecting students' living conditions, the results illustrated that there were statistical differences in the degree of psychological stability in the tenth grade students with physical and hearing disability.

This result may be attributed to the fact that the presence of the father and mother with the individual with disabilities is an important factor in his psychological, social and emotional stability, and is considered as a solid and stable pillar that provides the environment of security, safety, shelter and role that benefit people with motor and hearing disabilities; they are also a source of inspiration for psychological hardness and stability. This study along with the results of Abu al-Ghanam et al (2016) showed that there were no statistically significant differences in the dimension of social compatibility and psychological security attributable to the presence of parents.

Discussion of the relationship between students' professional interests and their psychological stability

The results showed that the nature of the relationship between occupational orientation and psychological stability as a whole, among the tenth grade students with physical and hearing disabilities, is generally positive but very weak. The results of this study differed from those of Wilson et al. (2006), which showed a strong correlation between social support, psychological stability and functional ability of young people with motor disabilities.

6. Conclusion, recommendations and future research trends

The aim of this study was to explore students' occupational interests, psychological stability and the relationship among these variables. The results pointed out that the degrees of students' professional interests and psychological stability were moderate. Additionally, the results of the study showed that there were statistically significant differences at the level of (0.05) in the degree of professional interests, due to the disability type and the degree of psychosocial stability in the tenth grade students with physical and hearing disabilities, due to the sex. Finally, the results underlined a positive but very weak relationship between students' occupational interests and their psychological stability.

In light of these results, it was recommended that vocational training programs for students with disabilities in the Syrian refugee camps should be developed in a compatible manner with the requirements of the labor market, taking into consideration the inclusion of subsidized employment programs and jobs for persons with disabilities commensurate with their degree of disability. Moreover, the Ministry of Education is required to activate the role of teachers in refugee camp schools by introducing students with motor and hearing disabilities to the most important professions they can interact with and benefit from in the future. There is a need to develop preventive therapeutic counseling programs that will increase the psychological stability of students with disabilities in the refugee camps and boost their efficiency in facing stressful situations. There is also a need to set standards that take into account the tendencies and trends of persons with physical and hearing disabilities in future work and crafts, to develop their abilities to find their livelihood and depend on themselves and to settle psychologically. Teachers, on the other hand,

are requested to discuss the children's abilities, needs and problems with their families.

Finally, concerned authorities are called to cooperate with people who have physical and hearing problems and enable them to work in private institutions outside the refugee camps, to help them achieve their dreams and raise the level of their psychological stability. Future research should incorporate new studies on students' professional interests and psychological stability and their relationships with other variables.

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Tables:

Table 1. Correlation coefficients of the test-retest reliability of psychological stability

Variables	r	p
Emotional stability	0.875	0.000
Social stability	0.900	0.000
Health stability	0.948	0.000
Total score	**0.948**	**0.000**

Table 2. Means and SDs of students' professional interests.

No.	Professional Interests	Means	SDs	Rank	Degree
	Writing and literary interests	**1.91**	**0.70**	**1**	**Moderate**
8	Writer	2.04	0.85	1	Moderate
	Librarian	1.79	0.83	2	Moderate
	Artistry interests	**1.89**	**0.63**	**2**	**Moderate**
	Painter	2.37	0.66	1	High
5	Sculptor	2.30	0.68	2	Moderate
	Fashion designer	2.10	0.70	3	Moderate
	Musician	2.01	0.60	4	Moderate
	Field interests	**1.82**	**0.59**	**3**	**Moderate**
	Tailor	2.07	0.85	1	Moderate
1	Cook	2.01	0.86	2	Moderate
	Farmer	1.95	0.84	3	Moderate
	Baker	1.89	0.84	4	Moderate
	Business and accounting interests	**1.79**	**0.79**	**4**	**Moderate**
4	Accountant	1.81	0.83	1	Moderate
	Businessman	1.78	0.88	2	Moderate
	Influential and persuasive interests	**1.71**	**0.60**	**5**	**Moderate**
7	Teacher	2.15	0.86	1	Moderate
	Lawyer	1.84	0.87	2	Moderate

	Judge	1.63	0.78	3	Low
	Broadcaster	1.59	0.82	4	Low
	Reporter	1.36	0.63	5	Low
	Industrial and engineering interests	**1.64**	**0.67**	**6**	**Low**
3	Architect	1.70	0.82	1	Moderate
	Electronic Eng.	1.68	0.81	2	Moderate
	Mechanician	1.54	0.78	3	Low
	Scientific interests	**1.61**	**0.68**	**7**	**Low**
	Medical laboratory	1.66	0.77	1	Low
2	Pharmacist	1.63	0.78	2	Low
	Physician	1.61	0.75	3	Low
	Nurse	1.56	0.72	4	Low
	Social and service interests	**1.44**	**0.56**	**8**	**Low**
6	Policeman	1.52	0.76	1	Low
	Restaurant worker	1.37	0.68	2	Low
	Total score	**1.74**	**0.38**	**-**	**Moderate**

Table 3. Differences between students' responses based on disability type

Source	Disability Type	No.	Mean	SD	DF	t-value	Sig.
(1)	Physical	171	1.76	0.62	338	- 4.047	0.000 *
	Hearing	169	2.07	0.75			
(2)	Physical	171	1.80	0.60	338	- 2.741	0.006 *
	Hearing	169	1.98	0.65			
(3)	Physical	171	1.90	0.64	338	2.582	0.000 *
	Hearing	169	1.74	0.52			
(4)	Physical	171	1.71	0.76	338	- 1.864	0.063
	Hearing	169	1.87	0.81			
(5)	Physical	171	1.70	0.57	338	- 0.421	0.674
	Hearing	169	1.73	0.62			
(6)	Physical	171	1.64	0.66	338	- 0.103	0.918
	Hearing	169	1.64	0.69			
(7)	Physical	171	1.68	0.67	338	1.784	0.075
	Hearing	169	1.55	0.69			
(8)	Physical	171	1.52	0.57	338	2.708	0.007 *
	Hearing	169	1.36	0.53			
Scale	Physical	171	1.74	0.37	338	0.003	0.998
	Hearing	169	1.74	0.38			

(1) Writing and literary interests, (2) Artistry interests (3) Field interests, (4) Business and accounting interests, (5) Influential and persuasive interests, (6) Industrial and engineering interests, (7) Scientific interests, (8) Social and service interests. * Significant at $\alpha \leq 0.05$.

Table 4. Means and SDs of students' psychological stability

No.	Psychological stability type	Means	SDs	Rank	Degree
3	Psychological stability	2.49	0.37	1	High
1	Emotional stability	2.31	0.41	2	Moderate
2	Social stability	2.13	0.37	3	Moderate
	Total score	2.31	0.32	**-**	**Moderate**

Table 5. Means and SDs of emotional stability domain

No.	Items	Means	SDs	Rank	Degree
12	I want to fulfill my dreams.	2.62	0.60	1	High
1	I have the ability to adapt to the environment despite difficulties	2.45	0.67	2	High
2	I have the ability to adapt to positive and negative individuals	2.43	0.67	3	High
3	I have flexibility to adapt to different situations.	2.39	0.72	4	High
9	I have self-confidence.	2.39	0.70	5	High
4	I have the ability to face my difficulties.	2.36	0.71	6	High
5	I organize my personal affairs according to the situation and circumstances I face.	2.36	0.67	7	High
8	I can organize my personal affairs and appointments	2.36	0.70	8	High
7	I have matured emotions and personality.	2.32	0.69	9	Moderate
13	I am an optimistic person.	2.29	0.66	10	Moderate
11	I avoid severe sensitivity when dealing with people.	2.27	0.76	11	Moderate
6	It's hard to provoke me quickly.	2.02	0.71	12	Moderate
10	I feel lonely.	1.74	0.70	13	Moderate
	Total score	**2.31**	**0.41**	**0.41**	**Moderate**

Table 6. Means and SDs of social stability domain

No.	Items	Means	SDs	Rank	Degree
18	I think of my economic stability (I can buy all things I need)	2.37	0.66	1	High
14	I enjoy social relationships with others.	2.34	0.66	2	High
24	I can set my life goals.	2.34	0.72	3	High
17	I tend to have emotional relationships.	2.30	0.68	4	Moderate
23	I feel the respect and attention of others to me.	2.18	0.71	5	Moderate
21	I make my own decisions.	2.14	0.69	6	Moderate
19	I feel free in my life.	2.10	0.70	7	Moderate
22	I trust others.	2.05	0.58	8	Moderate
20	I am independent in my actions	2.02	0.74	9	Moderate
25	I feel justice and equality in the surrounding society.	2.02	0.70	10	Moderate
16	I feel that I am an active person in the society.	2.01	0.60	11	Moderate
15	I have difficulties communicating with others.	1.74	0.72	12	Moderate
	Total score	**2.13**	**0.37**	**-**	**Moderate**

Table 7. Means and SDs of psychological stability domain

No.	Items	Means	SDs	Rank	Degree
37	I have a feeling I need to take sedative drugs	2.69	0.61	1	High
29	I eat a lot of food because of fear and anxiety.	2.67	0.58	2	High
30	I usually feel I have nausea and want to vomit	2.62	0.56	3	High
34	I may resort to smoking.	2.61	0.64	4	High
35	I have a feeling of frustration and failure.	2.56	0.58	5	High
36	I feel that I need a psychologist.	2.51	0.70	6	High
28	I suffer from severe anorexia	2.50	0.65	7	High
31	I feel reassured and calm	2.38	0.63	8	High
33	I have a sense of hope (future aspirations).	2.37	0.69	9	High
26	I have regular sleep times.	2.34	0.70	10	High
27	My appetite for food is good	2.34	0.64	11	High
32	I suffer from grumbling.	2.34	0.66	12	High
	Total score	**2.49**	**0.37**	**-**	**High**

Table 8. Differences between students' responses based on gender

Source	Gender	No.	Mean	SD	DF	t-value	Sig.
(1)	Male	197	2.32	0.39	338	0.634	0.527
	Female	143	2.29	0.44			
(2)	Male	197	2.13	0.34	338	0.094	0.925
	Female	143	2.13	0.40			
(3)	Male	197	2.46	0.38	338	- 2.200	0.028 *
	Female	143	2.55	0.36			
Scale	Male	197	2.30	0.31	338	- 0.529	0.597
	Female	143	2.32	0.35			

(1) Emotional stability, (2) social stability (3) health stability. * Significant at $\alpha \leq 0.05$.

Table 9. Differences between students' responses based on their disability type

Source	Disability Type	No.	Mean	SD	DF	t-value	Sig.
(1)	Physical	171	2.31	0.41	338	- 0.061	0.952
	Hearing	169	2.31	0.41			
(2)	Physical	171	2.12	0.37	338	0.775	0.439
	Hearing	169	2.15	0.36			
(3)	Physical	171	2.49	0.36	338	-0.011	0.992
	Hearing	169	2.50	0.39			
Scale	Physical	171	2.31	0.31	338	-0.322	0.747
	Hearing	169	2.32	0.34			

(1) Emotional stability, (2) Social stability (3) Health stability. * Significant at $\alpha \leq 0.05$.

Table 10. Differences between students' responses based on their living conditions

Source	Living condition	No.	Mean	SD	F-value	Sig.
	Two-parent family	228	2.37	0.38		
	Mother only	57	2.21	0.44		
(1)	Father only	33	2.17	0.48	6.736	0.000 *
	Lives with others	22	2.08	0.41		
	Total	340	2.31	0.41		
	Two-parent family	228	2.20	0.35		
	Mother only	57	2.04	0.40		
(2)	Father only	33	2.01	0.37	7.898	0.000 *
	Lives with others	22	1.90	0.33		
	Total	340	2.13	0.37		
	Two-parent family	228	2.54	0.35		
	Mother only	57	2.46	0.32		
(3)	Father only	33	2.34	0.42	5.252	0.001 *
	Lives with others	22	2.32	0.50		
	Total	340	2.49	0.37		
	Two-parent family	228	2.37	0.30		
	Mother only	57	2.24	0.34		
Scale	Father only	33	2.18	0.38	9.236	0.000 *
	Lives with others	22	2.10	0.30		
	Total	340	2.31	0.32		

(1) Emotional stability, (2) Social stability (3) Health stability. * Significant at $\alpha \leq 0.05$.

Table 11. Pearson correlation coefficients

	Students' psychological stability
(1)	- 0.121*
(2)	0.285**
(3)	0.258**
(4)	0.320*
(5)	0.150**
(6)	0.042
(7)	0.320**
(8)	0.140**
(9)	0.281**

(1) Field interests, (2) Scientific interests, (3) Industrial and engineering interests, (4) Business and accounting interests, (5) Artistry interests, (6) Social and service interests, (7) Influential or persuasive interests, (8) Writing and literary interests, (9) Professional interests. ** Significant at $\alpha \leq 0.01$.