

Abstract

The main objective of this study is to introduce and adapt Holland's vocational preference inventory to the United Arab Emirates Society. The study was designed to identify the vocation environments of high school students in UAE, and its relationships with each of school achievement, and the majors of study.

Subjects consisted of (747) male local students, randomly selected from the second secondary grade in the various majors. For collecting data the “Vocational Preference Inventory / Holland” was used. This instrument measures six vocational preferences (realistic, investigation, artistic, social, enterprising, and conventional).

The following statistical procedures were used to analyze the data :
Person – product moment correlation, multiple regression, one way classification analysis of variance (ANOVA). Post hoc multiple comparison tests were conducted with Scheffe, and Multiple analysis of variance.

The major findings were: 1-Students were distributed over all vocational environments with the social environment being preferred the most, while the artistic being the least preferred. 2-There was significant correlation between investigation, artistic, enterprising and conventional environments and academic achievement. 3- Significant mean differences on vocational preferences were found across majors.

**المبول المهنية لطلاب المرحلة الثانوية
بدولة الإمارات العربية المتحدة
وعلاقتها بكل من التحصيل والتخصص الدراسي**

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الملخص

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.(Charry,1981)

.(Anastasi, 1982)
(Mahrens & Lehman , 1991)

(Charry, 1981) (Hansen ,1995)

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.(Holland, 1985)

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:(Differentiation) -2-4-1

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:(Identity) -3-4-1

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:(Congruence) -4-4-1
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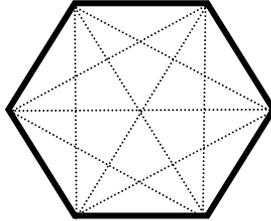
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.(Tracey and Rounds, 1993)

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:(Artistic)

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:(Social)

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:(Enterprising)

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:(Conventional)

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.(Holland, 1985)

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(Wu, Tien, 2000)

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74	-	-	42	32		3
34	-	-	20	14		4
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268	12	19	137	100		

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50	-	-	-	22	28			2
71	-	-	-	45	26			3
89	-	-	-	48	41			4
123	-	-	-	76	47			5
51	-	-	-	32	19			6
42	-	-	-	26	16			7
73	-	-	-	47	26			8
56	-	-	-	31	25			9
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41	41	-	-	-	-			11
57	-	7	50	-	-			12
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:(Enterprising) -5-2-6

:(Conventional) -6-2-6

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:(Construct Validity)

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0 253	*0 436	*0 336	*0 821	0 254	0 224	
*0 435	0 260	*0 780	*0 350	*0 287	0 122	
*0 528	*0 797	0 190	*0 456	*-0 320	0 103	
*0 890	*0 461	*0 428	0 272	0 149	0 205	

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%124	%138	%30	%109	%118	%211	
%316	%316	%53	%157	%105	%53	
%84	%84	%0	%166	%50	%166	

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0 794	0 659		1
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0 851	0 742		4
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%18 6	139		1
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0 ,006	*0 ,1	
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%14 2	%15 8	%39 0	%10 1	%7 4	%13 5	
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%0 0	%8 3	%16 7	%0 0	%8 3	%66 7	
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0,000	41,268	301,480	4	120,919	
0,782	0,437	3,334	4	13,335	
0,000	26,245	192,495	4	769,979	
0,000	10,227	89,010	4	356,041	
0,000	17,660	139,387	4	557,547	

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8,27	8,67	5,12	5,77	6,27	
1,58	2,46	3,27	2,70	2,73	
4,85	6,42	4,06	4,42	7,10	
2,76	3,26	3,21	2,52	2,81	
4,34	4,33	5,00	4,77	4,83	
3,10	2,27	3,12	2,71	2,76	
5,80	5,83	5,88	7,46	5,31	
3,52	3,04	3,01	2,50	2,77	
5,02	4,08	7,98	6,23	5,54	
3,05	2,64	3,05	2,80	3,12	
4,34	3,50	6,92	6,03	4,54	
2,74	1,57	2,90	2,89	2,73	

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0,000	*2,50-			
0,002	*3,55-			
0,000	*3,15-			
0,000	*2,68-			
0,000	*2,50			
0,000	*2,25			
0,000	*2,15-			
0,005	*1,58			

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	I-J	J	I	
0,008	*1,66			
0,000	*2,44-			
0,004	*1,75-			
0,002	*3,90			
0,000	*2,96			
0,000	*1,49-			
0,000	*2,38-			
0,010	*1,69			
0,007	*3,42			
0,001	*2,58			

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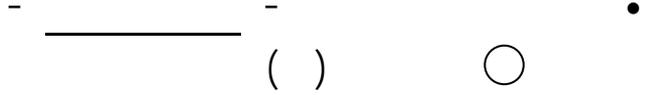
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