Pakistan Journal of Life and Social Sciences
www.pjlss.edu.pk

RESEARCH ARTICLE

Personality Types According to the Theory of Ennigram Among University Students

Amal Jassim Mohammed[1], Ameerah Jaber Hashim Al-Jawfi [2*]

[1,2] Department of Educational and Psychological Sciences, College of Education for Girls, University of Kufa, Iraq

ARTICLE INFO	ABSTRACT
	The research aims to explain the personality types according to the ANIKRAM theory among the students of the University of Kufa, and the statistically significant differences in each personality type according to the ANIKRAM theory among the students of the University of Kufa according to the two variables: gender (male/female) B: academic specialization (scientific/humanities) T The interaction between gender and academic specialization. The researcher followed the descriptive analytical approach, and the basic research sample was chosen by a stratified random method with a proportional distribution of (500 male and female students from colleges (Sciences, Mathematics, and Computer Sciences, for the scientific specialization) (Arts and Languages, for the humanities specialization). To achieve the research objectives, the two researchers built a measure of personality types according to the theory of ANIKRAM, according to the theory of Dave (2006)) and the indicators of statistical analysis (validity) were verified. and reliability), and the researcher adopted the statistical approach using the (Spss) program to reach the most important results represented by: 1- The dominant personality style among students at the University of Kufa is the helping style. 2- There are statistically significant differences between gender (males and females) in personality types according to the ANICRUM theory

INTRODUCTION

Psychologists in general, and personality psychologists in particular, confirm that studying personality can be the basic approach to understanding human behavior, as the human personality is viewed as a dynamic organization composed of a number of elements interacting with each other, which are intangible elements, but rather manifestations and changes. It is attached to human behavior, meaning that the study of behavior reflects the dynamic personality of the individual, including goals, material, social, and psychological needs, abilities, skills, values, and perception of the self and others. (Ziegler & Hjelle (1980), thatThe rapid changes that occurred in the world in general and Iraq in particular led to a rapid change in systems and standards, which led to a radical complexity in the nature of life, and the adoption of personality patterns, roles and functions, which affected the individual's behavior and psychology, leading to his feeling of inferiority on the one hand. On the other hand, personality types differ from each other in terms of common characteristics and traits within one type and differ from other types. (Al-Yasiri,2004:13).

The youth stage is an important stage in the growth of many personal, social, mental and psychological aspects. The ability to academic and scientific learning is greatest at this stage, which

helps a lot in developing capabilities and unleashing energies and creativity to serve the individual and society. Youth are important because they are living an important stage of their lives due to the nature of their goals and roles. Large members of society because of their distinctive qualities, which are characterized by maturity and refinement of behavior in terms of thinking, emotion, and emotion, are full of activity of a distinct nature that achieves individual independence and privacy. Therefore, caring for the personality of students means caring for the future of the country and contributing to presenting the educational process in an optimal manner. (Al-Otaibi,2012:25).

It is considered a complement to the research that dealt with personality types based on the latest and most comprehensive theories in the field of personality types, which is (Anigram theory) according to the perspective of (Dave, 2006), and that it is considered the first Iraqi and Arab study examining personality types according to this perspective, as far as the researcher knows, and that this research comes as a modest attempt to fill a gap in this field and place the field before other studies that deal with new variables. And what he hasEffectHe excelled in understanding all forms of human behavior, and studying the personality type of a university student can lead to diagnosing many of his problems on the one hand, and on the other hand developing personal aspects of the student, which achieves psychological growth for him.And healthy,In addition to the possibility of developing rehabilitation, educational, vocational and psychological plans that suit the personality type that the student has over other individuals.AndThe results of the current research may help officials in educational, psychological, and academic institutions guide students and use methods that suit their personalities in order to invest their energies in learning.betterTo growPersonal .

Eating searches started, erasingRThe first is the research methodology and the presentation of some previous studies that differed in determining which pattern is more widespread among students, including the study of (Al-Yasiri,2004; Kanval et al., 2024) and the study of (Abdul-Sahib,2008The second axis dealt with the theoretical framework in which the theory of (Dave,2006The third axis deals with proceduresHThe fourth axis deals with the presentation and interpretation of the results.

The first axis: research methodology and previous studies:

Firstly-Research Methodology :

1- **Research problem**:The research problem is clarified by the main question: Which are the three centers according to their patterns (instinct, feelings, thinking) in the Anikram system according to the theory (Dave,2006) Contribute to feelings of inferiority?

From this question, the following sub-questions emerge:

- What are the personality types according to the ANIKRAM theory among university students??
- What is itStatistically significant differences for each personality type according to the ANCRAM theory among university students according to the variables of gender (males - females) and academic specialization (scientific - humanities) and the interaction between them. .

2- Research objective: The research aims to identify:

Personality types according to the ANIKRAM theory among students at the University of Kufa. Statistically significant differences in each personality type according to the ANIKRAM theory among students at the University of Kufa according to the two variables. :

-Gender (male/female),Academic specialization (scientific/humanitarian),The interaction between gender and academic specialization .

3- **The research sample :**The research sample is:Students of the University of Kufa in the Al-Najaf Governorate, for both genders (males and females) and academic specialization (scientific and humanities), for morning study for the academic year (2023-2024 AD) (1445-1446 AH) .

secondly-previous studies :Studies dealing with personality types according to the ANIKRAM theory :

1- Study (Al-Yasiri, 2004) : (Personality types according to the nine models of the Ankram system):

The study aimed to know the prevailing personality types among university students according to the ANICR theory. To achieve the goal of the study, the Riso-Hudson scale was used. The researcher translated the scale into Arabic and its psychometric properties were verified. It was applied to a sample consisting of (600) male and female students. University of Baghdad, from the colleges of (Medicine, Law, and Fine Arts), and statistical methods were used (Pearson correlation coefficient, Cronbach's alpha equation). Bilateral correlation coefficient, The study concluded that the prevailing style among students of the Faculties of Medicine and Law is the accomplished personality style, while the prevailing style among students of the College of Fine Arts is the unique personality style, while the prevailing style among the sample members is the accomplished style. (Al-Yasiri, 2004; Rashid et al., 2023).

2- Study by (Abdul-Sahib , 2008) :

(Personality types according to the ANIKRAM theory and its relationship to values and social intelligence among university students)

The study aimed to identify the prevailing personality type among university students and its relationship to the variables of values and social intelligence, as these two variables have a close relationship with the individual's personality. To achieve this goal, a scale was built in light of Don Richard Rizzo's perspective on personality types according to the ANICR theory, and it was applied to a sample consisting of (417 male and female students at the University of Baghdad, and the following statistical methods were used (Pearson's correlation coefficient, Cronbach's alpha equation, and the t-test). The study concluded that the prevailing style among university students is the reconciling style. It also showed that there is a positive and statistically significant relationship between social intelligence and personality types. The helper, the researcher, the loyal, the challenger, the peacemaker, and the reformer. The relationship was negative and non-significant between social intelligence and the unique and enthusiastic personality types. (Abdul-Sahib, 2008; Jam et al., 2018)

The second axis-Theoretical concepts of the Anikram theory:

First – according **Dave's perspectiveDave,2006)) :**

be seen (Dave,2006) Personality types areA system that shows personality dynamics and divides them into nine main patterns that can be distinguished through observation as they drive behavior. The individual's state is a healthy state when the individual is able to reach his desires and satisfy his state until he reaches balance. However, in an unhealthy state, the individual is unable to reach... His desires and needs are satisfied, so the individual feels fear, deficiency, and imbalance, so the individual uses the pattern as protection and protection, and thus reaches imbalance, and so the cycle continues."The two researchers adopted their theory as it is the latest and last theory that deals with personality types according to the ANIKRAM theory

Dave swears (Dave(Personality types according to ANIKRAM theory into the nine types, and the table (1) Explains Dave's personality types and descriptions.

Schedule (1) Dave's personality types and descriptions

His basic fear	His basic desire	His view of the world	His basic motivation	the pattern	Centers
His fear that he will not be important or that he will not be relied upon.	To always be true.	The world is an imperfect place and he takes it upon himself to fix it.	Make everything go right.	**The reformer** **The Reformer**	**Instinct**
To comply and surrender to others	To be self-reliant	The world is an unfair place and he is strong and stands up for the innocent	To become strong	**Leader** **The Leader**	
The fear of separation from the world is controlling him	Achieving unity and peace	The world is in constant conflict, so peace must be maintained	To live in peace	**peace maker** **The Peacemaker**	
It must have a deficiency or defect.	For others to understand.	He is different from others because they have something that he does not have.	He feels unique.	**Romantic** **The Romantic**	**Feelings**
To be unpopular.	To be loved.	The world depends on his help, and others need him.	Striving to help others.	**the assistant** **The Helper**	
To be a rejected person.	To be admired.	He is the champion of values in the world and must never lose.	The need to achieve success.	**Motivated** **The Motivator**	
To be deprived	To be happy	The world is full of opportunities and looks to the future	Feeling happy and seeking to discover the world	**Enthusiastic** **The Enthusiast**	**Thinking**

| To be deserted | To be safe | The world is a place of threat and he seeks power in order to feel safe | He has fear and doubt | **Savior**
 The Skeptic | |
| To be swept by the world. | To understand the world. | The world is attacking and he needs isolation to think about it. | He needs to understand the world. | **The thinker**
 The Thinker | |

(Dave,2006:11-18))

Dave adds an explanation of the nature and behavior of each of the nine personality types, as follows:

1- Reformer personality typeThe Reformer personality type:

Dave mentions the nature and behavior of the reformist personality type according to the healthy curve or turn of this type, which is governed and controlled by basic desire and agencies:

The Need to Be True Seeking the truth does the right things

It needs to be true .

In the healthy state of this style, the owner of this style's need to be correct makes him search for the truth He does everything right, and when he does the right thing, his need is satisfied and he reaches balance.

2- Assistant character styleThe Helper personality type:

 Dave sees the healthy bias of this personality type as being controlled and governed by the following basic desire:

The need to be loved. He works to help others. He is loved by his need to be loved.

Dave points out that in a healthy state, the person with this type's need to be loved makes him responsible for helping others and makes him loved. When he feels loved, the need is satisfied and he reaches balance.

3**- Accomplished personality styleThe Motivator personality type:**

The basic desire is what dominates the person with this personality type in his state of health. My agencies:

Needs to be admired, seeks self-improvement, is admired (admired by)

The need to be admired.

In a healthy state, we find that the person with this style has a need to be the object of admiration that drives him to work hard to improve himself and achieve success, and this is what makes others around him admire him. Then the person with this style feels that he is the object of admiration, his need is satisfied and he reaches a state of balance.

4- Romantic personality typeThe romantic personality type:

 The person with this personality type is controlled by the basic desire for health according to the following path:

The need to understand the self, examine the self, understand the self, the need to understand the self.

In this case, his need to understand himself compels him to allow his emotions to appear, so he works to examine them in order to understand himself, and when he understands himself, the need is satisfied and he will reach balance.

5- Thinker personality typeThe Thinker personality type:

Dave believes that the person with the thinking personality type, in his state of health, is controlled by a basic desire that directs his behavior according to the following path:

The need to understand the world. He watches, observes, and analyzes. He understands the world. The need to understand the world.

Here we find that the need to understand the world makes the person with this type observe, observe, and analyze the world. This helps him understand the world better, and when he reaches an understanding of the world surrounding him, his need will be satisfied and he will reach balance.

6- Loyal personality styleThe Skeptic personality type:

Dave states that the person with this personality type is controlled by basic desire according to the following path:

The need to be secure. Loyalty. Security. His need to be secure.

In this case, the individual's need to be secure forces him to become loyal to others, especially to the authority, and this will increase his security among others, and this leads to satisfying the need and reaching balance.

7- Enthusiastic personality type The Enthusiast personality type :

The basic desire dominates the person with the enthusiastic personality type in his state of health and according to the following path:

The need to be happy Discovering and evaluating the world Happy The need to be happy.

The need of the person with this style to be happy leads him to discover the world, work to evaluate it and evaluate what he has discovered, and as a result he will achieve happiness. Thus, the need is satisfied and equilibrium is achieved.

- Leader personality styleThe Leader personality type:

Dave believes that the person with this personality type is controlled by the basic desire for health and governs him according to the following path:

The need to be self-reliant, strength, independence, the need to be self-reliant.

The need of the person with this type, in his state of health, to be self-reliant, forces him to become strong and able to defend others, and when he becomes independent, the need for balance will be satisfied.

9-Peacemaker personality typeThe Peacemaker personality type:

The basic desire is what dominates the person with this personality type in his state of health, according to the following path:

The need to find unity, acceptance of others, doing the right thing, the need to find unity.

In this case, the need to find unity leads the person with this style to be open to others and accept them as they are. He will find approval and welcome from others and will build unified and strong relationships and bonds. In this way, the basic need of the person with this style will be satisfied and he will reach balance.

(Dave,2006:3-10)

The two researchers adopted the theory of ANIKRAM according to the theory (Dave,2006) For reasons including: It is considered one of the most recent theories of Anikram personality types in psychology. This theory contains nine types. It is an integrated and comprehensive theory in its concepts and theorizing. This is due to the unification of the efforts of Anikram theorists in one institution affiliated with this theory, which provided them with a single theoretical basis from which to start. The complexity, competition, and psychological pressures at the present time have led to the widespread spread of this theory because of the diversity of personality types. It attempted to overcome the negatives of previous psychological theories.

As followsA detailed description of the procedures followed by Al-BahThanIn applying the research to achieve its goals, it includes the research methodology, a description of the research community, and the samples to which the research was applied, in addition to clarifying the tools used in the research, their steps, and the statistical methods that were used in analyzing the data to reach the results.

The third axis: the procedural approach to the research:

1- **CurriculumMethodology the Research:**The researcher adopted the descriptive approach in the process of collecting and analyzing data:
2- **research communityPopulation the Research :**

The current research population is determined by students of the University of Kufa / morning study, for the academic year (2023-2024), they were classified according to their faculties, academic specializations, and gender, as the size of the original community reached (25,847* male and female students, with (10,216 males, distributed as (4,832) humanitarianly, (5,384) academically, and (15,631) females, distributed as (7,268).) Humanitarian and (8363) scientific**.**

3- **The research sample**:The basic research sample will be (500) male and female students from scientific specializationsand humanity, were selected by stratified randomization with a proportional distribution, table(2) It shows the distribution of the basic research sample.

schedule (2) Distribution of individuals in the basic research sample according to college, academic specialization, and gender according to percentages

the total		Females		Male	the college	Specialization
200	62.5%	125	37.5%	75	the sciences	Scientific
65	53.8%	35	46.2%	30	Computer science and mathematics	
265	60.4%	160	39.6%	105		the total
107	56.1%	60	43.9%	47	Literature	Humanitarian
128	62.5%	80	37.5%	48	Languages	
235	59.6%	140	40.4%	95		the total
500						total summation

4- Search tool and its application:

For the purpose of determining the objectives of the current research, the researcher built a measure of personal styles, and the following are the procedures that the researcher adopted in construction.

-The researchers relied on the theory of (Dave,2006) in constructing a measure of personality types, and the two researchers obtained (72) Paragraph, with five alternatives.

Indicators of validity of the scale: Validity is one of the most important psychometric properties that must be available in psychological measurement, as it indicates the ability of the scale to actually measure what should be measured (Harrison,1983:11Therefore, the validity of the current scale was confirmed through the following three types of validity: They are as follows:

A- Apparent honesty: This type of honesty is represented by the initial examination of the contents of the scale, that is, looking at the items and finding out what they can measure. This type of honesty is achieved when specialists examine the scale and then conclude that its items apparently measure what the scale claims to measure (Weiner & Stewart, 1984:79This type of validity was achieved when the two researchers presented the scale to a number of arbitrators to judge the validity of the scale, and it turned out to be acceptable with a percentage of (88%).

أ- **Discriminant validity:**The discrimination coefficients for the items were extracted using the two-group method, and all items were distinctive for the personality types scale.

ب- **Construct validity:**This means analyzing the scale scores based on the psychological structure of the characteristic to be measured, that is, it shows the extent of what it includesHThe scale is based on a specific theoretical construct or characteristic (Stanley & Hopkin, 1972:111The construct validity of the scale was verified through the following indicators in the statistical analysis of the scale items:

✓ The relationship of the item score to the total score of the field to which it belongs to the scale: The values of the correlation coefficients of the item score to the total score of the field to which it belongs were extracted, and it was found that all correlation coefficients are statistically significant at the level of significance (0.01).

As a result, it was deleted (14(paragraph, and thus the standard paragraphs became)58) paragraph

Indicators of the reliability of the personality types scale: The researchers extracted the scale's reliability in several ways, as follows:

A- Test method-exam REPETITON:The scale was applied to a sample of (50(Male and female students, and the reliability coefficients were good, as shown in the table)3).

B - Half division method:

Reliability in this way is an indicator of the internal consistency of the items in measuring what they were designed to measureFurethor (1978: Guilford & 69). Reliability was calculated in this way based on the scores of the sample of the first application of retest reliability referred to previously, which was 50 students in size.And a student,Extracting the Pearson correlation coefficient between the scores of the two halves of the personality types according to the ANICR theory, and using the Spearman-Brown corrective equation. The reliability coefficient for the scale areas was good, as in the table (3).

T- Reliability using Cronbach's Alpha method:

The scale was applied to a sample of (400) male and female students were selected by a stratified random method with a proportional distribution, and were The researcher Cronbach's alpha

equation (Alpha Cronbach Formula), and the scale was applied to a sample of (400) male and female students selected by a stratified random method with a proportional distribution, and the reliability coefficients were good, as shown in Table (3).

CCountries (3) Reliability coefficients for the Personality Types Scale according to the ANCRAM theory and according to the theory (Dave, 2006) by retest method, split-half, and Cronbach's alpha.

Cronbach's alpha method	Half retail		Retest method	the field	Centers
	Stability coefficient after correction	Stability coefficient before correction			
0.65	0.70	0.65	0.66	**Reformer style**	**Instinct**
0.70	0.75	0.67	0.72	**Leader style**	
0.71	0.79	0.70	0.59	**Peacemaker style**	
0.70	0.75	0.68	0.73	**Auxiliary mode**	**Feelings**
0.66	0.62	0.58	0.60	**Motivated style**	
0.80	0.86	0.77	0.82	**Romantic style**	
0.58	0.53	0.45	0.57	**Enthusiastic style**	**Thinking**
0.73	0.74	0.67	0.70	**Loyal style**	
0.70	0.66	0.58	0.65	**Thinker style**	

Presentation and interpretation of results:

♦**the first goal:**Identifying the prevailing personality type according to the Anikram system according to the theory of (**Dave, 2006) among university students:**
 To achieve this goal, the arithmetic means and standard deviations were extracted after applying the scale of personality types according to the ANICR theory according to the theory (Dave (2006) on a research sample of (500) male and female students, and the results were as follows: the arithmetic mean for the reformer type (15.62) degrees and standard deviation (2.60), the arithmetic mean for the leader type (22.33) degrees and standard deviation (3.71), and the arithmetic mean for the romantic type (((3.84, the arithmetic mean of the thinking type is (24.95) degrees and the standard deviation is (3.76), the arithmetic mean of the helpful type is (30.17) degrees and the standard deviation is (4.01), and the arithmetic mean of the sincere type is (28.99) degrees and the standard deviation is (4.23), and for the purpose of identifying more personality types. Common among university students, they were arranged according to their arithmetic means and standard deviations, and Table (4) shows this.
Schedule (4) Arranging personality types according to the ANIKRAM theory according to the theory (Dave, 2006) according to their arithmetic means.

standard deviation	SMA	the pattern	Center	T
4.01	30.17	the assistant	Feelings	1
4.23	28.99	Savior	Thinking	2
3.77	26.17	peace maker	Instinct	3
3.76	24.95	The thinker	Thinking	4
3.84	24.57	Motivated	Feelings	5
3.71	22.33	Leader	Instinct	6
3.86	21.51	Romantic	Feelings	7
3.15	19.08	Enthusiastic	Thinking	8
2.6	15.62	The reformer	Instinct	9

It turns out that the most common personality type among university students is the (helper) type, followed by (the loyal one), then (the peacemaker), then (the thinker), then (the motivated one), then (the leader), then (the romantic), then (the enthusiastic one), then (the reformer).Compared with the results of previous studies, we find that this result differs from the study of (Abdul-Sahib,(2008) which indicated the dominance of the reformist style among university students, and differs from the study of (Al-Yasiri, 2004), the study of (Jabbari, 2012), and the study of (Al-Arbawi, 2018), which found that the prevailing personality style among university students is the accomplished style, and it differs with the study of (Shubram). (2016), which indicated the prevalence of the defiant type among juvenile delinquents.

As for the most widespread center, the arithmetic averages and standard deviations for each of the three centers were collected and divided by three. It turned out that the emotional center is the most widespread with an arithmetic average of (25.29(degree and standard deviation)3.9(Followed by the Thinking Center with an arithmetic average of (24.34(degree and standard deviation)3.71Then it is followed by the instinct center, with an arithmetic average of (21.37(degree and standard deviation)3.36).

For the purpose of determining the significance of moral personality types, it was tested with a one-sample t-test, and it was found that there were statistically significant differences at the significance level (0.05(and degree of freedom)449(degree and table)5(Explains this.)

Schedule (5)It shows the results of a one-sample t-test to indicate differences in personality types according to the ANICRAM theory among university students

indication0.05))	T value		Hypothetical mean	standard deviation	SMA	the pattern	Center
	Tabulation	Calculated					
Function		31.06	12	2.60	15.62	The reformer	Instinct center
Function	1.96	26.11	18	3.71	22.33	Leader	
Function		30.62	21	3.77	26.17	peace maker	
Function		34.31	24	4.01	30.16	the assistant	center

Function		20.80	21	3.84	24.57	Motivated
Function		20.30	18	3.86	21.51	Romantic
Function		28.95	15	3.71	19.08	Enthusiastic
Function		26.40	24	4.23	28.99	Savior
Function		23.44	21	3.76	24.95	The thinker

(Right column spanning label: Think tank)

And longerThe helpful type is the most common personality type among university students, as the T-value for this type reached (34.31) degrees,This pattern is located within the emotional center.This can be explained by the fact that university students always strive to be loved by others, and this prompts them to provide assistance to others in order to gain their love and attention (draw society's attention towards them), as well as their desire to build social relationships and gain affection.The student assistant is also distinguished by his ease in dealing with others and cannot say "no" to the interviewer, or exaggerate and exaggerate for the sake of others.

♦ **The second goal: Identify the statistically significant differences for each personality type according to the ANICR theoryAccording to the theory (Dave,2006)Among university students according to gender variables (males - Females) and academic specialization (scientific -Humanitarian):**

The table shows (6) The calculated F-value for the variables gender and specializationAcademicAnd interactionbetween them,After the researcher treated each personality type using two-way analysis of variance (2x2) as a statistical method, the results were as follows:

Schedule (6) Two-way analysis of variance for personality types according to the ANICR theoryAccording to the theory (Dave,2006)Depending on the variables of gender and academic specializationAmong university students

indication (0.05)	valueF calculated	Mean squares	Degree of freedom	Sum of squares	Source of variance	the pattern	Center
Function	4.663	31.289	1	31.289	Sex	The reformer	
Non-functional	3.541	23.757	1	23.757	Academic specialization		
Non-functional	0.315	2.112	1	2.112	Gender*Specialization		
		6.710	496	3327.926	The error		
Function	46.869	592.056	1	592.056	Sex	Leader	
Non-functional	0.002	0.020	1	0.020	Academic specialization		
Non-functional	1.975	24.948	1	24.948	Gender*Specialization		
		12.632	496	6265.597	The error		
Non-functional	3.530	50.009	1	50.009	Sex	peace maker	Instinct
Non-functional	1.964	27.826	1	27.826	Academic specialization		
Non-functional	0.302	1.964	1	1.964	Gender*Specialization		
		14.167	496	7026.722	The error		
Function	63.400	912.383	1	912.383	Sex	the	Feel

Non-functional	0.357	5.133	1	5.133	Academic specialization		
Non-functional	0.032	0.467	1	0.467	Gender*Specialization		
		14.609	496	7137.921	The error		
Function	4.237	61.894	1	61.894	Sex		
Non-functional	1.074	15.693	1	15.693	Academic specialization	**Motivated**	
Non-functional	1.621	23.677	1	23.677	Gender*Specialization		
		14.609	496	7246.077	The error		
Function	7.950	116.421	1	116.421	Sex		
Non-functional	0.827	12.108	1	12.108	Academic specialization	**Romantic**	
Function	4.047	59.260	1	59.260	Gender*Specialization		
		14.644	496	7263.667	The error		
Function	7.108	70.037	1	70.037	Sex		
Non-functional	0.952	9.379	1	9.379	Academic specialization	**Enthusiastic**	
Non-functional	0.106	1.044	1	1.044	Gender*Specialization		
		17.976	496	4886.906	The error		
Non-functional	0.001	0.010	1	0.010	Sex		
Non-functional	0.103	1.851	1	1.851	Academic specialization	**Savior**	
Non-functional	0.882	15.847	1	15.847	Gender*Specialization		
		17.976	496	8916.303	The error		
Non-functional	2.009	28.550	1	28.550	Sex		
Non-functional	0.114	1.615	1	1.615	Academic specialization	**The thinker**	**Thinking**
Non-functional	0.613	8.704	1	8.704	Gender*Specialization		
		14.208	496		The error		

First: Values indicating the scale of personality types according to the ANIKRAM theory:

Regarding what was produced by the two-way analysis of variance, the researcher found that the significant values were:

- 1The statistical differences in gender (males - females) were represented in the following positions:

(Reformer style, leader style, helpful style, reserved style, romantic style, enthusiastic style)

2Significant differences in the interaction between gender and academic specialization were represented by the romantic style only, which belongs to the emotional center.

Second: Values that are not indicative of the scale of personality types according to the ANICR theory:

1 - There are no significant differences in gender (males - females) in the following positions:

(Peacemaker style, Thinker style, Loyal style)

2- There are no statistically significant differences according to the academic specialization variable in any personality type.

The presence of statistically significant differences for the gender variable requires resorting to comparison between the means, as the table shows (7).

Schedule (7) Arithmetic means and standard deviations (error) for students in personality types according to the ANICRAM theory according to the variables of gender and academic specializationAmong university students

standard deviation	SMA	Sample volume	Variables		the pattern	Centers
2.732	15.32	200	Male			
2.502	15.82	300	Females	Sex	The reformer	
2.656	15.40	265	Scientific	Academic specialization		
2.529	15.86	235	Humanitarian			
3.426	21.01	200	Male			
3.636	23.21	300	Females	Sex	Leader	
3.779	22.30	265	Scientific	Academic specialization		
3.640	22.36	235	Humanitarian			
3.863	25.77	200	Male			Instinct
3.700	26.43	300	Females	Sex	peace maker	
3.845	26.41	265	Scientific	Academic specialization		
3.685	25.89	235	Humanitarian			
3.885	28.51	200	Male			
3.720	31.27	300	Females	Sex	the assistant	
3.975	30.26	265	Scientific	Academic specialization		
4.071	30.05	235	Humanitarian			
3.500	24.12	200	Male			
4.030	24.87	300	Females	Sex	Motivated	Feelings
3.911	24.78	265	Scientific	Academic specialization		
3.754	24.33	235	Humanitarian			
3.649	20.89	200	Male	Sex	Roma	

						Center
3.954	21.92	300	Females			
4.129	21.43	265	Scientific	Academic specialization		
3.548	21.60	235	Humanitarian			
3.370	18.62	200	Male	Sex	Enthusiastic	
2.968	19.39	300	Females			
2.946	18.96	265	Scientific	Academic specialization		
3.375	19.22	235	Humanitarian			
4.415	28.99	200	Male	Sex	Savior	
4.112	28.98	300	Females			
4.364	29.05	265	Scientific	Academic specialization		
4.083	28.92	235	Humanitarian			
3.549	24.65	200	Male	Sex	The thinker	Thinking
3.900	25.15	300	Females			
3.705	24.92	265	Scientific	Academic specialization		
3.846	24.98	235	Humanitarian			

Results indicateCurrent searchPaThe average for females is higher than for malesIn the reformer and leader style (follow to the instinct centerH) And in the helpful, motivated, and romantic style (following the feeling centre) and in the enthusiastic style (following the thinking centre)This means that females are reformers, leaders, helpers, motivated, and romantics And excited More than males, and the reason may be due to the nature of socialization in our society in particular

As the results signalstoThe presence of significant differences at the function level (0.05) score for the interaction between the variables of gender and academic specialization in the romantic styleOnly and using(LSD) for post hoc comparisons showWhat follows?Y

Schedule (8) Differences in interaction using (LSD) for post hoc comparisonsIn the romantic style (feeling center) among university students

the decision	LS D	the difference	Specialization	Sex	the pattern	Center
no There are teams	1.06204881	1.0221	**Scientific-Humanitarian**	**Males**		
no There are teams	0.868005643	0.3857	**Scientific-Humanitarian**	**Females**		
There are teams in favor of scientific females	0.942007211	1.6905	**Male (scientific)-Female (scientific)**		Feelings	Instinct
There are teams in favor of humanitarian females	0.968300834	1.3048	**Male (scientific) - Female (humanitarian)**			
no There are teams	0.971480815	0.6684	**Male (humanitarian) - female (scientific)**			

no There are teams	0.996997438	0.2827	**Male (Human) - Female (Human)**			

As shown in the table (8The results of the interaction were in favor of females and of the two specializations (scientific - humanistic) in the romantic type (feelings center).

The results also indicate that there are no statistically significant differences according to the (scientific) specialization variable-Humanitarian) The reason may be due to the environmental, social and economic conditions that are the same and similar for both students of scientific and humanities majors.

The results of the current research indicate that there are differences between the sexes in the pattern](The reformer, the leader (instinct center), the helper, the motivated, the romantic (feeling center), and the enthusiast (thinking center)[In favor of females and agreed with the study of (Al-Jabbari,(2013Which indicated the presence of significant differences according to the gender variable and in favor of females in two types (helper and achiever) only, and it does not agree with the study of both (Abdul-Sahib,2008) and the study of (Al-Arabawy,2018) which indicates that there are no significant differences between males and females according to the gender variable.

CONCLUSION

1The helpful personality type is the most common type among university students.

2- There are significant differences between personality types according to the ANICR theory according to the gender variable, in favor of females, and there are no statistically significant differences depending on the specialization variable.

SOURCES

First: Arabic sources

- Abdullah, Muhammad Qasim (2009).Personality (its strategies, theories, and clinical applications, personal education, and psychotherapy), Dar Al-Maktabi for Printing, Publishing and Distribution, 2nd edition, Damascus..
- Al-Otaibi, Muhammad bin Hawal (2012).Delinquent behavioral patterns and their relationship to some personality traits, (unpublished doctoral dissertation), College of Graduate Studies, Naif Arab University for Security Sciences.
- Abd al-Sahib, Muntaha Mutashar (2008).Personality types according to the ANIKRAM theory and their relationship to values and social intelligence among university students, doctoral thesis (unpublished), College of Education - Ibn Rushd, University of Baghdad..
- Jam, F. A., Singh, S. K. G., Ng, B., & Aziz, N. (2018). The interactive effect of uncertainty avoidance cultural values and leadership styles on open service innovation: A look at malaysian healthcare sector. *International Journal of Business and Administrative Studies*, *4*(5), 208-223.
- Kanval, N., Ihsan, H., Irum, S., & Ambreen, I. (2024). Human Capital Formation, Foreign Direct Investment Inflows, and Economic Growth: A Way Forward to Achieve Sustainable Development. *Journal of Management Practices, Humanities and Social Sciences*, *8*(3), 48-61.
- Rashid, A., Jehan, Z., & Kanval, N. (2023). External Shocks, Stock Market Volatility, and Macroeconomic Performance: An Empirical Evidence from Pakistan. *Journal of Economic Cooperation & Development*, *44*(2), 1-26.

- Al-Yasiri, Mustafa Naeem Abdullah (2004).Personality types among university students according to the nine personality models, the ANIKRAM system, unpublished master's thesis, University of Baghdad.

English sources:

- Baron, Renee and Wagele Elizabeth, (1994). Enneagram made Easy, the perfectionist (the one), Discover the 9 types of people, Onwww.9type.com

Cavin, Shelly (2003). Personality tests prove compatibility: common traits important for couples File://A\colleg~IHTM<www.personality type.com Stone Ridge, New York

- Dave,S.,(2006)The Reformer Description (the one), Onwww.9type.com

Hurley, J. B. (2003). Personality type today. Harper and Row, Colphon Books. New York

-Harrison, A. (1983). Language testing hand book, London: the Macmillan press

- Reker, G. T. (2004). personal, meaning in life and psychological Adaotation in youth and tmering Adulthood. Talk give at Brock Research Institute for youth studies colloguium series. brock university, st catharines. ON.

- Riso. D. R. (2003). the value or consciouscness: where did the dea of three centers come from? the Enneagram Institute pres, NewYork

-Guilford, J. P & Furethor (1978). Fundamental statistics in psychology Hill company

-Stanley,J. & Hopkins, D. (1972). Educational and psychological measurement and evaluation. New York: Prentice-Hall

-Weiner, E., & Stewart, B. (1984). Assessing individuals; psychological and educational tests and measurements. boston; little, Brown & Company

- Ziegler, D. & Hjelle (1980). Personality theories, 2 ed, Mc gram – Hill, International book company, New York.