

## Life Orientation for Teenagers

Selma Rahmani <sup>1\*</sup>, Saliha Elgues <sup>2</sup>

<sup>1</sup> Road User Psychological Laboratory, Batna 1 University, (Algeria); selmarahmani@univ-batna.dz

<sup>2</sup> Road User Psychological Laboratory, Batna 1 University, (Algeria); elgues.saliha@univ-batna.dz

Receipt date : 2024-06-07 ; Acceptance Date: 10-12-2024

**Abstract:** The current study aimed at identifying the orientation level towards life among adolescents in general and based on their gender, age, and academic level (middle, high, schools or graduated from vocational training institutes) (Carver & Scheier, 1985). To achieve the study objectives, the researchers utilized a descriptive research design applying the orientation scale prepared, translated, and used on Arab environment by Al Ansari (1998). This latter was applied by the researchers on a sample comprised of 180 teens who were selected randomly. They came up with the following results :

-Life orientation level among the sample members was high.

-There were no statistically significant differences among the sample members caused by gender, age, or academic level (middle, high schools or trained in vocational training centers).

**Keywords:** Life orientation; adolescence; trained in vocational training centers.

\* Selma Rahmani.

## 1 - Introduction to the Study Problem:

People pass throughout their lives through different phases from childhood, adolescence, youth, adulthood, late adulthood and old age, each stage characterized by its changes and physiological, psychological, emotional, and social characteristics.

Teenage is considered a transitional age period in a person's life. This stage is characterized by numerous developmental changes that affect various aspects of physical, physiological, emotional, and social personality. It's also a crucial and significant stage of growth where teenagers need to acquire identity, orientations, capabilities, values, and social skills that enable them to transition successfully into adulthood. (Naji, 2021, p. 24).

Cutton sees adolescence as a psychological process that puts teenagers under pressure from psychological and physiological changes resulting from puberty. Therefore, they are compelled to reconstruct themselves in a quest for maturity and the search for new identity symbols. (Mahmoud, 2022, p. 232).

Teenage hood can be described as the phase of contradictions in behaviors (love, hate, activity, laziness, acceptance, refusal). It is the phase of fight between the internal needs of the teenager and the society standards. (Saadi, Quanifa, 2020, p. 17)

In the adolescence stage, teenagers seek to fulfill and satisfy their needs and wants. However, society, with its traditions and customs, may stand against fulfilling these demands and needs, which can shock the teenager and lead them into a conflict between the desire to satisfy and the society boundaries. As a result, this stage is regarded as complex and fraught with many problems.

The adolescence stage is characterized by the teenager's ability to bear the responsibility of self-direction according to their capabilities and potentials. Their self-perception is marked by a lot of idealism, and their level of ambition is high as they strive to achieve many goals and make plans. They aspire to build a house, buy a car, secure a job, establish their own professional project, and other goals they plan to achieve. (Satahawi, Benflis, 2021, p. 437).

Additionally, teenagers direct their emotions towards the future, focusing them on hopes for the future and what they will obtain, enjoy, or achieve in terms of accomplishments and successes. Success in achieving their goals, hopes, and aspirations makes them feel happy, satisfied, and optimistic, while failure to achieve these goals and aspirations leads to feelings of dissatisfaction, unhappiness, and pessimism. This leads teenagers to adopt either a positive or negative general perception of life.

Life orientation is one of the important positive topics in psychology and one of the concepts which are related to psychological health. Moreover, life orientation enhances the individual's balance and quality of life. It also influences the individual's future success, as optimism is considered as a crucial means to achieve a level of mental well-being. This latter is achieved by focusing on the processes underlying self-regulation of behavior, as well as aiding in facing difficulties. (Bint Fahd, 2020, p. 1349)

There are many studies which dealt with the topic of life orientation. Many researchers were interested in this topic because of its impact on the individuals' lives in different fields, dimensions, and phases. It is a sign which reveals the extent to which a person is psychologically healthy; thus, life orientation depicts the individual's excitement to life and the real desire to live it. Therefore, life orientation can be positive as it can be negative. (Dawes, 2019, p. 6)

Life orientation refers to the person's evaluation of the life he/she lives. This evaluation is based on the comparison of rewards with the level of life they are experiencing. It involves a positive outlook and belief that all things, events, situations, and behaviors tend towards goodness, happiness, and embracing life. It also involves the

belief in the possibility of achieving desires in the future, as well as the belief in the likelihood of good or positive outcomes instead of negative ones. (Boussaq, Boudiaf, 2021, pp. 36-37)

Studies focusing on life orientation have indicated its association with optimism and pessimism towards life. Carver & Shier (1985) emphasized that life orientation, with its dimensions of optimism and pessimism, has been a subject of research over the past two decades due to its impact on individual psychological and biological health. Through the study of life orientation among individuals, we can predict their behavior, emotional responses, tendencies in dealing with life situations, and psychological adaptation. Optimism and pessimism are often referred to as variables reflecting the presence of motives that help individuals endure difficult circumstances and succeed in overcoming them. Additionally, individuals characterized by optimistic tendencies often possess coping mechanisms for dealing with stressful situations compared to those with pessimistic views. (Maqboul, 2022, p. 3)

Alabdi (2017) noted that the positive perception of life makes the person more confident in his/her capacities to reach his/her goals and then makes efforts to reach these objectives. Moreover, people's positive prediction for future events makes them feel more comfortable and psychologically safe which affects their psychological health positively. However, people who interpret future events negatively face psychological pressure and feel incapable to solve their problems which causes physical and psychological damages (Abed, 2022). Based on the previously mentioned data, the current study attempts to answer the following questions:

1. What is the level of life orientation among the study sample?
2. Are there statistically significant differences among the study sample due to gender?
3. Are there statistically significant differences among the study sample due to age?
4. Are there statistically significant differences among the study sample due to academic level (middle, high schools, and trainees vocational training centers)?

#### **Hypotheses:**

1. The study sample has a high level of life orientation.
2. There are statistically significant differences among the study sample members due to their gender.
3. There are statistically significant differences among the study sample members due to their age.
4. There are statistically significant differences among the study sample members due to their academic level (middle, high schools, and trainees in vocational training centers).

**Importance of the Study:** The current study takes its importance based on the importance of the topics it deals with.

1. The topic of this study was about the life orientation among a sensitive category of people in our society who are adolescents.
2. The current study is considered an addition to theoretical tradition concerning life orientation.
3. It sheds light on the effect of teenage hood on the individual's life orientation.

#### **Objectives of the Study:**

1. Identifying the level of life orientation among teenagers' sample.
2. Identifying the differences in life orientation levels among teenagers due to gender variable.
3. Identifying the differences in life orientation levels among teenagers due to age variable.
4. Identifying the differences in life orientation levels among teenagers due to academic level (middle, high schools, and trainees in vocational training centers).

### Study Concepts:

- **Definition of Adolescence:** "Adolescence" is a Latin word meaning "gradual progression towards physical, sexual, mental, and emotional maturity. (Zardani, 2023, p. 218)
- The researchers in this study define it as a growth phase (aged from 12 to 18 years old).
- **Definition of Life Orientation:** The researchers define it in this study as the obtained degree from the life orientation scale of Carver & Scheier.
- **Definition of Trainee of Vocational Training Center:** The two researchers explain the term "composite term in vocational training" as referring to any trainee who receives training in either the attendance-based training pattern or the apprentice in the apprenticeship training pattern.

### 1. Theoretical Framework:

#### 1.1. Concept of Life Orientation:

Scheier and Carver (1985) believe that life orientation is the inclination or tendency towards optimism, which leads to expecting good things or events to happen, or towards pessimism, which leads to expecting bad things or events to happen, and both lead to either a positive or negative life orientation. (Abdelmalla, 2019, p. 192)

According to Scheier and Carver, optimism is a readiness within individuals to anticipate positive outcomes or negative outcomes, and their definition of optimism is based on the theory of self-regulation and adaptation. Optimists have a positive outlook on life and believe that good things, rather than bad ones, will happen to them. Therefore, they are more resilient in facing hardships than pessimists. (Danel & Derek, 2001, p. 755) Jaber and Kafavi believe that life orientation is the direction towards life or towards certain events, where individuals tend to see the bright side of life and events and believe that this world is the best of worlds, and even if there is some evil, good will ultimately prevail over evil. (Saleh, 2013, p. 162)

According to Musa (2001), life orientation is defined as an individual's tendency towards life or towards certain events, sometimes leaning excessively towards living in hope, or towards focusing on the positive side of life or events, or the hopeful and good-filled aspect. (Al-Abuainain, 2015, p. 18).

Based on the definitions, life orientation can be defined as an individual's outlook on life and the future, and their embrace of life, and the inclination towards optimism, expecting positive events and things to happen, or the inclination towards pessimism and expecting bad events and things to happen, which leads to a positive or negative life orientation.

#### - Dimensions of Life Orientation:

According to the World Health Organization (WHO), the global concept of life orientation consists of several dimensions, including psychological status, emotional state, job satisfaction, life satisfaction, religious beliefs, family interaction, education, and

income. Thus, life orientation is formed through an individual's self-perception of their mental and physical health, functional abilities, and understanding of the symptoms they experience. (Al-Rawag, 2018, p. 37)

### **1.2. Previous Studies:**

There are many studies which dealt with the concept of life orientation,

#### **a. Israa Adel Saleh Al-Farra (2022):**

The study aimed at investigating the level of life orientation among Palestinian adolescents and at identifying statistically significant differences in the average scores obtained by the study sample members using the life orientation scale attributed to variables such as gender, specialization, and place of residence. The study sample consisted of 370 male and female students from the eleventh grade in the southern governorates of Palestine for the academic year 2021-2022. The researcher used her own developed Social Sensitivity Scale and Saleh's (2013) Life Orientation Scale.

The findings revealed that the level of life orientation among the study sample was high. There were no statistically significant differences in the life orientation scale attributed to gender, specialization, or place of residence. However, statistically significant differences were found in the life orientation scale attributed to the variable of place of residence, favoring residents of the northern areas. (Al-Farra, 2022)

#### **b. Study by Aicha Bousaq and Nawal Boudiaf (2021):**

Titled "The Nature of Life Orientation among Baccalaureate Students: A Field Study at Zabi Saleh High School in El Khabana, M'sila Province, Algeria," aimed to explore the nature of life orientation among baccalaureate students and to identify differences in the level of life orientation among the study sample attributed to gender and specialization.

To achieve the study's objectives, the Ansari Life Orientation Scale was administered to a sample of 44 baccalaureate students from various specialties. The study adopted a descriptive approach. The results indicated that the level of life orientation among baccalaureate students was high. There were no statistically significant differences in the level of life orientation among students attributed to gender or specialization.

#### **c. Study by Mustafa Belali (2021), University of M'sila, Algeria:**

The study is titled "Level of Life Orientation among a Sample of Adolescent Students Affected by Obesity," aimed at determining the level of life orientation among a sample of adolescent students suffering from obesity. The study relied on data collection tools represented by measures of obesity (height, weight, body mass index), and the Life Orientation Scale developed by Yasser, Mohammed, and Abu Hadrous.

The results of the study showed that the level of life orientation among the study sample members was high. In addition, there were no statistically significant differences in the level of life orientation among the study sample attributed to gender.

#### **d. Study by Katrina et al. (2021):**

This study examined the relationships between courage, emotional coping strategies, and future orientation among a sample of high school students. The sample comprised 460 Greek adolescents from provincial cities. The results of the study indicated that expected future orientation is indirectly influenced by courage through productive coping strategies and bravery. These, in turn, may enhance adolescents' future orientation to build multiple positive career paths and deal with various career and life decisions. In general, they guide themselves positively towards the future. (Al-Farra, 2022, p. 39)

**e. Study by Ahmed (2012):**

This study aimed to uncover the level of life orientation (optimism-pessimism) among university students and its relationship with variables such as gender, academic specialty, place of residence, and family socioeconomic status. The study sample consisted of 244 male and female students. The results of the study indicated that the level of life orientation among the study sample was high. Furthermore, the relationship between life orientation and the socioeconomic status of the study sample was found to be positive. (Qamar, 2022, p. 150)

**f. Study by Iman and Raya (2010):**

Optimism and its relationship with life orientation among female students at the College of Education for Girls. The study aimed to uncover the relationship between optimism and life orientation among a sample of female students from the College of Education for Girls at Baghdad University, in both the first and fourth stages of study. The study sample consisted of 319 students, including 153 students from the first stage and 166 students from the fourth stage.

The researchers used their own optimism scale and the Life Orientation Test by Scheier and Carver (1985), translated by Al-Ansari (1998). The results of the study were as follows: There is a significant correlation between optimism and life orientation, and the level of life orientation among the students is higher than the community average. There were no differences in optimism among the students between the first and fourth grades, but statistically significant differences were found in life orientation in favor of the fourth grade. (Abdul-Karim & Aldouri, 2010)

**g. Derrer, Wesson, Anderson, and Bould Study (2009):**

The aim of the study was to investigate the role of life orientation in goal achievement among British university students. The study sample consisted of 121 students. The results of the study revealed a positive correlation between life orientation and goal achievement. Students with a high level of life orientation showed higher commitment to achieving goals compared to students with a low level of life orientation. (Al-Bashir & Al-Hamdi, 2021, p. 294)

**h. Brayon & Angela Study:**

This study was entitled "Life Orientation and Its Relationship with Exciting Events and Risky Behavior Regarding Teen Issues". It aimed to examine the relationship between adolescents' life orientation and events and risks related to teenage issues. The study sample consisted of 300 adolescents of both genders. The study utilized measures of life orientation and risk behavior for adolescents. Statistical methods such as mean, standard deviation, and t-test were applied. The results indicated a significant relationship between life orientation, future outlook, personality components, and multiple risky behaviors. Furthermore, individual differences among adolescents in positive life orientation towards the future were found to be less pronounced. (Khudair, 2019)

**1.3. Discussion of the Previous Studies:**

**a. In Terms of Objectives:** Most previous studies attempted to uncover the level of life orientation and its relationship with various variables (identity crisis, courage, emotional resilience strategies, exciting events and risky behavior related to teenage issues, optimism). However, the current study aimed to investigate the level of life orientation among adolescents and explore differences in life

orientation levels among teenagers based on gender, age, and educational level (middle school, secondary school, vocational training).

- b. In Terms of the Study Sample:** Most previous studies on life orientation were conducted on high school students, such as the study by Mustafa Bali (2021), Aisha Bousak and Nawal Boudeyaf (2021), and Katrina and others (2021), as well as university students, like the study by Iman and Raya (2010). However, the current study sample included adolescents in both middle and high school levels, as well as trainees in vocational training institutions who graduated from either secondary or middle school (both males and females), which makes it different from previous studies in terms of the nature of the study sample.
- c. In Terms of Study Tools:** Previous studies used the Life Orientation Test by Scheier and Carver (1985), translated by Al-Ansari (1998), such as the study by Aisha Bousak and Nawal Boudeyaf (2021) and the study by Iman and Raya (2010). This aligns with the current study, while there are other studies that differ from the current one in using different scales, such as the study by Mustafa Bali (2021), which used the Life Orientation Scale by Yasser Mohammed Abu Hadrous. Additionally, the study by Israa Adel Saleh Al-Fara (2022) used the Life Orientation Scale by Saleh (2013). Furthermore, other studies employed additional scales related to the study variables, such as the study by Israa Adel Saleh Al-Fara (2022), the study by Katrina and others (2021), and the study by Brayan and Angela.

**In Terms of Methodology:** The current study aligns with previous studies in the adopted methodology, which is the descriptive methodology

## **2. Field Study Procedures:**

### **2.1.1. Study Fields and Limits:**

**The human domain:** The study was conducted on students of middle and high school in educational institutions in the Batna province and trainees at the Batna 3 Vocational Training and Skill Development Center.

**The spatial domain:** Sheikh Taher Messaoudane Middle School in Batna, Rawabeh Ammar Middle School in Batna, Arabi Tabssi 1 High School in Batna, and Batna 3 Vocational Training and Skill Development Center.

**The temporal domain:** From January 2023 to January 2024.

### **2.1.2. Research Methodology:**

The researchers utilized a descriptive research design since they saw that it is the most appropriate one to conduct this study.

**2.1.3. Study Sample:** The study sample consisted of 180 adolescents in middle, high schools, and vocational training centers.

### **2.1.4. Research Tool:**

To achieve the research objectives, the researchers used the life orientation scale prepared, translated, and applied to the Arab environment by Al Ansari (1998). The scale is comprised of 10 paragraphs, for each paragraph five grades (very very much, very much, medium, little, no). It contains positive and negative paragraphs, and the grades are given as follows; 1,2,3,4,5 respectively for positive paragraphs which are paragraphs number 1,2,3,4,5,6,9 and the opposite for the negative ones which are paragraphs 7,8,10. Thus, the total grade for the scale respondents is between 10-50 grade. (Al Ansari, 2002, p. 303-304)

### **2.1.5. Characteristics of the Study Sample:**

The frequencies and percentages were deduced to describe the study sample based on gender, age, and academic level (middle, high, and vocational centers trainees). The tables below indicate the results from the sample analysis,

- a. **In Terms of Age:** This variable was divided into three major categories as shown in the following table,

**Table 01.** *Distribution of Sample Members in Terms of Age*

Age	Frequency	Percentage
Less than 14	54	30%
From 14-16	92	51%
More than 16	34	19%
<b>Total</b>	<b>180</b>	<b>100%</b>

It can be noted from the statistical sample distribution table in terms of age that the age category from 14 to 16 years old obtained the highest frequency with 92 individuals, which represents 51%. This corresponds to the middle adolescence stage. Following that, the age category less than 14 years old had a frequency of 54 individuals, accounting for 30%, representing early adolescence. Meanwhile, the age category more than 16 years old obtained the lowest frequency with 34 individuals, accounting for 19%.

- b. **In Terms of Gender:**

The gender of the sample member was divided into two: females and males. Table 2 shows the distribution of sample members in terms of gender.

**Table 02.** *Statistical Distribution of Sample Members according to their Gender.*

Gender	Frequency	Percentage
Males	102	56%
Females	78	44%
<b>Total</b>	<b>180</b>	<b>100%</b>

From the table regarding the distribution of members of the sample according to the gender variable, it is noticeable that the number of males reached a frequency of 102 individuals, accounting for 56%. Meanwhile, the number of females reached 78 individuals, accounting for 44%. It is observed that there is a considerable difference in the count between the genders in favor of males.

- c. **In Terms of Academic Level:**

The academic level variable was divided into three categories. The table below shows the distribution of sample members in terms of their academic level.

**Table 03.** *Distribution of Sample Members in Terms of their Academic Level.*

Academic Level	Frequency	Percentage
Middle School	128	71%
High School	22	12%
Trainee in Vocational Training Center	30	17%
<b>Total</b>	<b>180</b>	<b>100%</b>

From the statistical sample distribution table according to the educational level variable, it is evident that the highest percentage is for individuals with a medium educational level, accounting for 71% and estimated at 128 individuals. Following them are those enrolled in vocational training, constituting 17% with a count of 30 individuals.

Finally, secondary education level represents 12%, estimated at 22 individuals. The reason behind this difference can be attributed to the fact that those with a medium educational level may not find suitable employment due to their young age, hence they opt for vocational training institutions. As for those with secondary education, their preferences vary between joining vocational training and skill development centers or engaging in freelance work, etc.

#### **2.1.6. Psychometric Characteristics of the Research Instrument:**

#### **2.1.7. Psychometric Characteristics of the Life Orientation Scale of Al Ansari:**

The validity of the Life Orientation Scale, translated and adapted by Al-Ansari for the Kuwaiti environment, was calculated through various methods, including item analysis. The scale was applied in its final form to three independent samples of students at Kuwait University. The first sample consisted of 195 male and female students, with 35 males and 170 females. The second sample comprised 211 male and female students, with 44 males and 167 females. The third sample included 165 male and female students, with 58 males and 107 females. The correlation coefficients between each item and the total score of the scale for each sample individually were calculated, and they exceeded 0.30, indicating a reliable indicator of the internal consistency validity of the Life Orientation Scale. (Al-Ansari, 2002, pp. 298-299)

#### **2.1.8. Psychometric Characteristics of the Life Orientation Scale in the Current Study:**

##### **a. Reliability and Validity of the Scale:**

The initial verification of the reliability and validity results for this scale yielded the following outcomes:

##### **\*Internal Consistency (Cronbach's Alpha):**

The reliability of this scale was calculated using Cronbach's alpha coefficient, which is based on estimating the average correlation between items, as shown in the table below,

**Table 04.** *Cronbach's Alpha Coefficient*

<b>Table01.</b>	<b>Validity of Life Orientation</b>	<b>Scale through Cronbach's Alpha</b>
<b>The whole Scale</b>	Cronbach's Alpha Coefficient	Expressions Number
	0.756	10

Based on the table above and considering the Cronbach's alpha coefficient value calculated for the entire scale (0.75), it can be said that this is an acceptable value indicating that the scale has satisfactory reliability. It is noted that the value is positive, indicating consistency and correlation between the items of this scale exceeding 0.50.

##### **b. Validity: The validity of concurrent comparison:**

The scale validity was calculated using the concurrent comparison method, as shown in the following table.

From the table above, we come up with that there is a significant difference between the two sides, where the mean for the lower side was calculated to be 23.00, while the mean for the higher side was 41.12. This was further confirmed by the statistical significance test (T-test), which yielded a value of -8.43, indicating statistical significance at the alpha level of 0.01. This negative value indicates that the difference favors the higher side. Therefore, it can be concluded that the Life Orientation Scale is valid because it was able to distinguish between the two sides.

### **3- Results and Discussion:**

**Verification of the Normal Distribution Assumption for the Data:** Before starting the hypothesis testing stage using various appropriate statistical methods, it is necessary first to verify the assumption of normal distribution for the variables under study. The following table illustrates this:

**Table 05.** verification the assumption of normal distribution for the variables under study. The following table illustrates this:

Variables	Kolmogorov Smirnova			Shapiro Wilk			Results
	statistics	Freedom level	Significance level	statistics	Freedom level	Significance level	
Life orientation	.1130	180	.0000	.9420	180	.0000	significant

Based on the data provided in the table and according to the values of the Kolmogorov-Smirnov test and the Shapiro-Wilk test, all values for the variable under study, which is Life Orientation, were significant at the alpha level of 0.01. This leads us to conclude that the data for these variables do not follow a normal distribution. Therefore, all the statistical methods to be used in the analysis should be non-parametric methods.

**3-1- Discussion and Interpretation of the First Study Hypothesis:**

The general hypothesis of this study states: The level of life orientation among the study sample is high. To answer this hypothesis, the Chi-square test for goodness of fit, or adequacy, was utilized. The results are shown in the following table:

**Table 06.** The Chi-square test reveals the level of life orientation among individuals in

Table02: Concurrent Comparison Validity									
Concurrent	Levene's F test for homogeneity.	Significance Level	Sample Volume	Mean	Standard Deviation	Freedom Level	T	Significance Level	Result
Life lowest Orientation highest	9.242	0.009	8	23.00	5.707	14	-8.430	0.000	Significant at 0.01
			8	41.12	2.100				

the study sample.

Levels	The noted Frequency	percent age	The expected frequency	The difference in frequencies	Chi-square	Freedom level	Significance level	results
Very low	2	0.1%	36.0	-34.0	199.56	4	0.000	significant 0.01
Low	11	6%	36.0	-25.0				
Medium	67	37%	36.0	31.0				
High	95	5.3%	36.0	59.0				
Very high	5	3%	36.0	-31.0				
total	180	100%	//	//				

From the table above, numbered (6), it is observed that among the total study sample of 180 individuals, their levels varied. We find that 95 individuals had a "high" level on the scale, representing 53%. Following them, 67 individuals had a "medium" level on the scale, accounting for 37%. Then, there were 11 individuals with a "low" level on the scale, representing 6%. Next, there were 5 individuals with a "very high" level on the scale, representing 3%. Finally, there were 2 individuals with a "very low" level on the scale, accounting for 1%. To ensure the significance of these differences in frequencies and percentages, the Chi-square test of statistical significance ( $\chi^2$ ) was employed. From the table above, we observe that its value, with degrees of freedom (4), was calculated as 199.55, which is statistically significant at the alpha level of 0.01 ( $\alpha$ ). Therefore, there is a statistically significant difference among the five levels in favor of the fourth level (high). Hence, it can be concluded that the level of life orientation is high among the individuals in the study sample. Thus, this result supports the general research hypothesis stating that the level of life orientation among the study sample is high, with a confidence level of 99% and a 1% probability of error.

The results of various studies suggest that the level of life orientation is high among different groups. For instance, the study by Iman and Raya (2010) concluded that the level of life orientation is high among obese adolescent students. Another study by Katrina et al. (2021) indicated that female students generally have a higher level of life orientation compared to the general average. Ahmed's study in 2012 found that university students have a high level of life orientation. The high level of life orientation among the study sample can be attributed to their comfortable situation regarding their prospects. The individuals in the study sample are either students in educational institutions or undergoing vocational training. In both cases, they aspire to succeed in their studies or achieve their professional projects, especially with the support provided for youth employment and entrepreneurship. This is supported by Derrer, Wesson, Anderson, and Bould's study in 2009, which found a positive correlation between life orientation and goal achievement, with highly life-oriented students showing greater commitment to achieving their goals compared to those with low life orientation.

### 3-2- Discussion and Interpretation of the Second Hypothesis:

The first sub-hypothesis of the study states that there are significant differences in life orientation among the study sample based on the gender variable. To verify the validity of this hypothesis, the Mann-Whitney test was applied. The results are as shown in the following table:

**Table 07.** *The Mann-Whitney Test for the Significance of Differences in Life Orientation according to the Gender Variable.*

Life Orientation	Sample volume	Mean	Sum	Mann-Whitney U	Wilcoxon W	Z	Significant Level	Result
Gender	Male	102	91.46	9328.50	3880.500	6961.500	-0.314	0.753
	Female	78	89.25	6961.50				
	Total	180						

From the table above, it is observed that among the total study sample of 180 individuals, they were distributed based on the life orientation scale according to the

gender variable. There were 102 males with an average rank of 91.46 and 78 females with an average rank of 89.25. Considering the value of the Mann-Whitney test (Z), which was -0.31, it is noted that it is not statistically significant at the alpha level of 0.05. Therefore, the null hypothesis, which denies the existence of differences, was accepted. Hence, it can be concluded that this result contradicts the first sub-hypothesis of the study, which states that there are significant differences in life orientation among the study sample based on the gender variable. In other words, there are no differences. The confidence level for this conclusion is 95% with a 5% probability of error. This aligns with studies such as the one by Aicha Bousaq and Nawal Boudayaf (2020), which found no statistically significant differences in life orientation among students attributed to gender, and Mustafa Bali's study (2021) at the University of M'sila, Algeria, which found no statistically significant differences in life orientation among obese adolescents attributed to gender. The study by El Fra (2022) also found no statistically significant differences in the life orientation scale attributed to variables such as gender, specialization, and place of residence.

### 3-3- Discussion and Interpretation of the Third Hypothesis:

The second sub-hypothesis of the study states that here are significant differences in the level of life orientation among the study sample based on the age variable." To check the validity of this hypothesis, the Kruskal-Wallis test was employed. The results are as shown in the following table:

**Table 08.** *The Kruskal-Wallis Test for the Significance of Differences in the Sense of Life Orientation according to the Age Variable.*

Age		Sample V	Mean	Kruskal-Wallis H	Freedom level	Significance level	Result
Life Orientation	Less than 14	54	84.96	1.093	2	0.579	Not significant
	From 14 to 16	92	93.07				
	More than 16	34	92.35				
	Total	180	//				

From table number (8), it's evident that the responses of the study sample, totaling 180 individuals, were divided according to their responses on the life orientation scale into three groups. The first group consists of those aged less than 14 years, numbering 54 individuals, with an average rank of 84.96. The second group comprises those aged between 14 and 16 years, totaling 92 individuals, with an average rank of 93.07. The third group consists of those aged over 16 years, totaling 34 individuals, with an average rank of 92.35. The Kruskal-Wallis test (H) for significance yielded a value of 1.09 at 2 degrees of freedom, which is not statistically significant. Therefore, the null hypothesis, denying the existence of differences, was accepted. Consequently, this result contradicts the second sub-hypothesis of the study, which suggests significant differences in life orientation among the study sample based on the age variable. In other words, there are no differences. The confidence level for this conclusion is 95%, with a 5% probability of error.

According to the researchers, the lack of statistically significant differences in the level of life orientation among the study sample based on the age variable can be

attributed to the convergence of the ages of the study participants (12 to 18 years) within the same age range, which is adolescence.

### 3 - 4- Discussion and Interpretation of the Fourth Hypothesis:

The third sub-hypothesis of the study stated that there are significant differences in the level of life orientation among the study sample members due to their academic level. To verify this hypothesis, the Kruskal-Wallis test was utilized, and the results are presented in the following table:

**Table 09.** *The Kruskal-Wallis test for assessing the significance of differences in the level of life orientation based on the education level variable.*

Level		Sample V	Mean	Kruskal -Wallis H	Freed om level	Significa nce level	Result
Life Orientation	Middle	128	91.72	1.258	2	0.533	Not significant
	High	22	94.86				
	Vocational training centers	30	82.08				
	Total	180	//				

Through the above table number (9), we notice that the responses of the study sample, totaling (180) individuals, were divided based on their responses to the life orientation scale into three groups. The first group represents those with a (medium) level, totaling (128) individuals with an average rank of 91.72. The second group represents those with a (secondary) level, totaling (22) individuals with an average rank of 94.86. The third group represents those who are (trained in vocational training centers), totaling (30) individuals with an average rank of 82.08.

The Kruskal-Wallis test (H) yielded a value of 1.25 at a degree of freedom (2), which is statistically non-significant. Hence, the null hypothesis, denying the existence of differences, was accepted. Consequently, this result contradicts the third sub-hypothesis of the study, suggesting significant differences in the level of life orientation among the study sample based on the variable of education level (medium, secondary, trained in vocational training centers). Thus, there are no significant differences in the level of life orientation among the study sample based on the variable of education level (medium, secondary, trained in vocational training centers). The confidence level for this conclusion is 95%, with a 5% chance of error.

This finding contradicts the study conducted by Iman and Raya (2010), which found statistically significant differences in life orientation in favor of the fourth stage.

Additionally, individuals' high level of life orientation and optimism play a significant and vital role in achieving their aspirations and set goals, despite the difficulties and obstacles they may encounter. Several studies have shown that optimism can enhance well-being by directing individuals towards goal attainment and fostering flexibility in dealing with and adjusting goals when faced with challenges and obstacles. Optimistic individuals are more likely than pessimists to persist in goal pursuit, even though they are flexible in adjusting goals when achieving them becomes impossible. They are also more likely to engage in new goals when current ones are unattainable. Furthermore, optimists are better equipped to handle pressures, obstacles, problems, and difficulties.

The researchers also explain the lack of statistically significant differences in the level of life orientation among the study sample based on variables such as gender, age,

and educational level (medium, secondary, trained in vocational training centers) in the positive outlook of the current study participants during this adolescent stage. Whether they are students in middle and high school, they aspire to succeed in their academic path and achieve their ambitions. Similarly, those enrolled in vocational training institutions aspire to gain expertise in various professional fields that align with labor market demands, enabling them to access the job market and professional integration, thus becoming active and productive members of society. Additionally, the qualifications and certificates obtained from vocational training institutions enable them to receive financial support and assistance to establish small businesses with the help of various entrepreneurial support agencies.

#### **4- Conclusion:**

To conclude, through the current study, we can infer that the orientation towards life has garnered attention from researchers across various scientific fields and specialties, studying its relationship with various personal variables as it is one of the most important aspects of healthy and sound individual development. The orientation towards life represents an individual's outlook on life and their inclination towards it, either with optimism and positivity or with pessimism and negativity. The positive orientation towards life is essential for individuals to lead a healthy life and overcome the challenges, difficulties, and obstacles they encounter. Therefore, a positive orientation towards life, optimism, and eagerness, especially for individuals in adolescence, and their optimistic outlook on their path and future, reduces the negativity of challenges during this stage and strives to achieve their goals.

The current study is considered an addition and contribution to theoretical and applied research, especially since it addressed the orientation towards life among adolescents, where it arrived at the following results:

- The level of orientation towards life is high among the study sample.
- There are no statistically significant differences in the level of orientation towards life among the study sample attributed to gender.
- There are no statistically significant differences in the level of orientation towards life among the study sample attributed to age.
- There are no statistically significant differences in the level of orientation towards life among the study sample attributed to the level of education (middle, secondary, vocational training).

#### **Suggestions:**

-Work on raising the level of orientation towards life among adolescents at educational institutions by educational and vocational guidance counselors, and at training institutions by guidance, evaluation, and professional integration counselors through organizing informative and awareness sessions aimed at raising the level of orientation towards life.

-Develop counseling programs and therapeutic programs to improve orientation towards life for adolescents.

-Organize seminars, study days, and workshops at educational institutions and training institutions with the participation of guidance counselors on the topic of orientation towards life.

These methods and tools must be presented with precision and clarity without exaggeration so that other researchers can re-examine or verify them. The author can describe the tools and methods used in the form of a scheme, table or diagram for clarification and simplification only in case of complexity. This section can be divided into sub-sections. Its contents vary according to the subject-matter of the paper.

**List of References:**

1. Abu Sultan, Ala'a Manar. (2019). Social Support and Self-Efficacy as Predictors of Life Orientation among a Sample of Schizophrenia Patients' Wives in Gaza Governorates. Master's thesis, Al-Aqsa University, Gaza.
2. Al-Bashir, Suad Abdullah, & Al-Hamdi, Hassan Abdullah. (2021). Personal Lifestyle Strategies Predicting both Love and Life Orientation. *Egyptian Journal of Psychological Studies*, 31(112), 282–312.
3. Al-Ansari, Badr Mohammed. (2002). Personality Measures Standardization for the Kuwaiti Society. Dar Al-Kitab Al-Hadith, Cairo.
4. Bali, Mustafa. (2021). The Level of Life Orientation among a Sample of Obese School Adolescents. *Journal of Social and Humanitarian Sciences*, 11(1), 460–476.
5. Bousak, Aisha, & Boudiaf, Nawal. (2021). Nature of Life Orientation among Baccalaureate Students: A Field Study at Zabi Saleh High School in Khubanah, Algeria. *Journal of Educational and Educational Research*, 10(2), 36–46.
6. Al-Jabal, Bint Fahd Al-Jawhara. (2020, October). "Life Orientation and Its Relationship with Ego Resilience and Mental Alertness among University Students." *Educational Magazine*, (78), 1346–1371.
7. Khudhair, Abdul Mohsen Abdul Hussein, & Al-Siraih, Tahanee Anwar Ismail. (2019). Life Orientation among Physically Disabled Individuals (Construction and Application). *Journal of Psychological Research Center*, 30(4), 39–84.
8. Duwais, May Isam. (2019). Coping Strategies for Psychological Stress as a Mediating Variable in the Relationship between Self-Esteem and Life Orientation among Prisoners in Gaza Governorates. Master's thesis, Al-Aqsa University, Gaza.
9. Al-Rawagh, Marwa Salim Mahwar. (2018). Acceptance of Disability as a Mediating Variable in the Relationship between Social Competence and Life Orientation among Adolescents with Physical Disabilities in Gaza Governorate. Master's thesis, Al-Aqsa University, Gaza.
10. Zardani, Fatima. (2023). The Role of Family Disintegration in Adolescent Drug Abuse: A Case Study at the Ben Ashour Rehabilitation Center in Blida. *Journal of Studies in Deviant Psychology*, 8(1), 215–226.
11. Satohawi, Mona, & Bin Felis, Khadija. (2021). The Level of Ambition among High School Students and Its Relationship with Their Leisure Time Management Methods in Secondary Education – A Field Study in Some Secondary Schools in Khenchela. *Journal of Al-Rawaz*, 5(2), 435–453.
12. Saadi, Rouveda, & Qanifa, Noura. (2020). Depression and Suicide Attempts among Adolescents. *Journal of Studies in Deviant Psychology*, 5(2), 14–34.
13. Saleh, Aida Shaaban. (2013). Happiness and Its Relationship with Life Orientation among a Sample of Disabled Individuals Affected by the Israeli Aggression on Gaza. *Al-Aqsa University Journal*, 17(1), 155–192.
14. Abdul Karim, Iman Sadiq, & Aldouri, Raya. (2010). Optimism and Its Relationship with Life Orientation among Female Education College Students. *Journal of Educational and Psychological Research*, 26(27), 239–265.
15. Al-Abouin, Ala'a Zaher Shahada. (2015). Psychological Suffering and Its Relationship with Life Orientation among Mobility-Impaired Women

- Experiencing Abuse in Gaza Governorates. Master's thesis, Al-Aqsa University, Gaza.
16. Al-Fara, Israa Adel Saleh. (2022). Life Orientation and Social Sensitivity and Their Relationship to Identity Crisis among Palestinian Adolescents. Master's thesis, Al-Aqsa University, Gaza.
  17. Qamar, Majdoub Ahmed Mohammed. (2022). The Contribution of Mental Alertness to Predicting Life Orientation among a Sample of Students. *Journal of the Morning in Psychology, Education, and Art Therapy*, 2(2), 142–168.
  18. Mahn, Sameer. (2022). The Problem of Adolescence between Disguises and Transition to Action. *Journal of Studies in Deviant Psychology*, 7(2), 14–34.
  19. Maqbel, Alaa Hussein Sabah. (2022). The Power of Self as a Mediating Variable in the Relationship between Future Anxiety and Life Orientation among Inmates of Rehabilitation and Reform Centers in Southern Palestine. Master's thesis, Al-Aqsa University, Gaza.
  20. Al-Malla, Mohammed Al-Safi Abdul Karim. (2019). The Effectiveness of Training as a Dialectical Behavioral Approach to Improving Life Orientation and Reducing Symptoms of Avoidant Personality Disorder among Divorced Women. *Journal of Psychological Counseling*, 60(1), 180–245.
  21. Rosa Esteve, Alicia E. López-Martínez, Madelon L. Peters, Elena R. Serrano-Ibáñez, Gema T. Ruiz-Párraga, & Carmen Ramírez-Maestre. (Year not provided). Optimism, Positive and Negative Affect .