

# Clear intelligence is personal among students of Wasit University

<sup>1</sup>Dr. Abdullah Majeed Hamid Al-Atabi

## ***Abstract***

*University education is one of the most important educational stages, as it represents the top of the educational pyramid and aims to prepare individuals in an orderly and life-oriented manner, so it receives a lot of care and attention in most developed and developing countries alike, for the important role it plays in human, social and economic development and what provides of an amazing workforce and community leadership, which requires preparation and attention to the human element psychologically and socially so that it can respond to the givens of the age and society.*

*Since the current research aims to describe the interpersonal intelligence of its undergraduate students, so the researcher has adopted the descriptive approach that seeks to determine the current situation of the phenomenon studied. In order to achieve the objectives of the current research and to measure the research variable, the researcher built a personal evidence scale, whereby a number of conclusions, recommendations and proposals were reached, the details of which will be mentioned later.*

***Keywords:*** *Clear intelligence, economic development, undergraduate students*

## **I. INTRODUCTION**

### **The research problem**

The university stage is one of the most crystallized stages in which the characteristics of psychological differentiation and the defect or lack of these characteristics of university students make them socially negative personality due to its effect on their academic level, as the psychological differentiation depends on the way in which the individual perceives the world around him and this means that the method The individual's interaction with others is usually passive in cooperation with the environment and is not independent of it, but rather dependent on it towards activities and responsibilities (Habib: 1997: 82).

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<sup>1</sup> Wasit University, College of Education for Humanities, Department of Educational and Psychological Sciences

Through the daily observations of the researcher, which he noticed through his daily presence in the university community, that some students face difficult situations and problems in their university academic life and their inability to self-solve them.

And because of the insecurity, security, stability and wars that the country has gone through, it made them lack depth in themselves, which formed a big problem that cast its shadow over all aspects of their lives, hence this study came as an attempt to investigate the interpersonal intelligence of university students.

### **The importance of research**

University institutions are institutions of growth and development to change individuals for the better. Some university students are exposed to many psychological and social academic difficulties, which necessitates encouraging university youth on how to face these crises and obstacles (Ali, 1988, p. 40)

Therefore, achieving the healthy growth of university youth is one of the basics of the educational goal to be achieved by university institutions. (Salhi, 1985, p. 7)

The concept of interpersonal intelligence in development coincides with the growth of the various developing stages, as the development of intelligence takes place from childhood by stimulating the child's thinking and encouraging him to gradually employ his cognitive abilities and develop his entrepreneurial spirit, independence and creativity (Al-Ahmad, 2001, p. 21).

The studies varied in their findings on the study of interpersonal intelligence and its relationship to several variables, including gender and specification, as the study (Saleh, 1998) indicated in its results the emergence of statistical function differences for interpersonal intelligence in favor of males and females from the scientific specialization compared to their peers of literary specialization, as well as the existence of statistical significant differences Intelligence is clearly personal in favor of males compared to females of the same sample. (Abda, Abd al-Hadi, and Othman, Farouk al-Sayed: 2001: 25).

Witkin research has stated that clear personal intelligence contributes to determining ways to help students and their teachers to achieve a sound educational process that ensures the optimal choice of professions according to the students' real capabilities. Some researchers have considered that this cognitive dimension is important and reinforces the educational goals in preparing the emerging generation , 2000, p. 23)

This confirms the importance of the current research in the following: -

- 1- Study the current research community represented by university students, which constitutes an important segment of society.
- 2- Interpersonal intelligence represents an important aspect in the cognitive domain.
- 3- A humble beginning to study clear personal intelligence, as it has never been studied independently (according to the researcher's knowledge).

4- It is a reference for researchers, which provides them with a measurement tool that can be used in conducting subsequent studies.

### **Research objectives**

The current research aims to identify:

- 1- The level of interpersonal intelligence among students of Wasit University.
- 2- The significance of the difference in the level of interpersonal intelligence among the students of Wasit University according to the research variable (male - female).
- 3- The significance of the difference in the level of interpersonal intelligence among the students of Wasit according to the research variable (scientific, human).

### **Research limits**

- 1- Objective limits: - Intelligence is clearly personal for students of Wasit University.
- 2- Spatial boundaries: - Wasit University.
- 3- Human Limits: - Students of Wasit University for Humanitarian and Scientific Specializations / elementary study in the morning.
- 4- Temporal limits: - the academic year 2019/2020

### **Defining terminology**

- Intelligence, which was defined by Anastasia (1997), is especially the behavior, and that intelligent behavior is the adaptive behavior that represents effective methods in facing the demands of a changing environment. (Anastasia, 1997, p. 532)

- Interpersonal intelligence was defined by: -

- Gardner (2004, Gardner): The ability to know a person about his inner world, accept feelings and distinguish effectively between them, and thus an individual's self-understanding: (2004: 43, (Gardner).

- Armstrong (2006): Self-knowledge and the ability to act accurately on oneself (strengths and weaknesses of a person), knowledge of internal psychological states, intentions, motives, temperaments and desires as well as the ability to self-discipline and self-esteem (2006). 31).

- The theoretical definition of interpersonal intelligence / The researcher adopted Cardner's definition because it relied on the theoretical framework of his theory.

- Operational definition of interpersonal intelligence: It is the degree that the respondent gets when he answers the paragraphs. The measure of interpersonal intelligence used in the current study.

## II. Theoretical framework

The scientific theoretical foundations of multiple intelligence theory:

Gardner (1989) believes that what he goes to in terms of the existence of several intelligences finds its foundations in a person's culture, and in neurophysiology. The eight intelligences of the theory have a scientific basis in the cultural foundations of the individual, which are the criteria for inferring their existence. Those practices in the brain, and this is what distinguishes the theory from previous ideas and opinions on the topics that said the existence of multiple faculties or capabilities without scientific evidence or empirical support (Gardner, 1989, P.1\_2)

The theory of multiple intelligence is the result of studies and research that took about a quarter of a century, during which the efforts of many researchers with diverse specialties were combined. (Gardner, 1983, P.509).

The most important assumptions of the theory are: -

- 1- Everyone has different types of intelligences
- 2- Most people can develop each intelligence to a high level of competence
- 3- Intelligence interacts with individual personality characteristics.

As for the most important new scientific additions made by the theory of multiple intelligences: -

- 1- Attention to nurturing the talented
  - 2- Development of creative thought
  - 3- Preparing and designing individual learning programs 0 (Qatami, 2009, pp. 338-342)
- 2- The concept of multiple intelligence: -

(Gardner, 1999) sees multiple intelligence as a set of skills that enable an individual to solve the problems encountered in life to make it a technical method in work and daily behavior, and thus it gives him a procedural definition that makes educators more insightful about their goals and their work. (Gardner, 1999, p.20) 0

Multiple types of intelligences: -

Cardenaam (1983) published his book "The Last of the Mind" in which he presented his theory of defining intelligences, as he indicated that intelligence is not uniform or general, but rather includes many intelligences that a person can possess (Affana, 2003, p.33).

Kardner defined it as follows:

- 1- Linguistic intelligence.

It is the ability to produce and interpret a set of relationships helping to convey meaningful information, that the owner of this intelligence can easily produce language and sense the difference between words, their arrangement and rhythm.

## 2- Logical Mathematical Intelligence.

It allows the person to observe, deduce, and clarify many of the necessary assumptions for patience and pursuit to find solutions to problems, as well as the ability to recognize graphs.

## 3- Social Intelligence.

This intelligence is useful for its owner to understand others, define their desires, projects, incentives and intentions, and work with them. It also has the ability to work effectively with others.

## 4- Self-intelligence (personal clarity).

It is a person's contemplation of himself and his understanding of it, the love of working alone, and the ability to understand his emotions, goals and intentions.

## 5- Music intelligence.

This mental ability allows the owner to make an accurate diagnosis of musical notes, and to perceive their rhythm 0

## 6- Spatial intelligence.

It is the ease of identifying the presence of the potential, highlighting the details, and understanding the field 0

## 7- Body-kinesthetic intelligence.

This intelligence clears the owner to use the body to solve problems and do some work, and express thoughts and feelings. Individuals who have this ability excel in physical activities, in coordination between visual and movement.

## 8- Natural intelligence.

Individuals who have this intelligence, we find that they love living creatures and to know a lot of things. Cardens believes that there is a ninth form of intelligence, which is existential intelligence 0 and includes the ability to meditate on basic problems such as life, death and eternity, (Hussein: 24: 2003) 0

Cardner's theory of multiple intelligence is based on the following principles:

1- Individuals are born with a degree of intelligence.

2- Multiple intelligence types do not function separately except rarely, and they tend to complement.

3- Every person is unique in his intelligence (Al-Sharqawi: 1989: 76).

4- A single individual has all kinds of intelligence.

5- Intelligence is not one type, but rather multiple and different types.

6- Every individual can develop his intelligence in its various dimensions if appropriate encouragement and education are provided.

7. Cadner does not believe in the existence of differences in intelligence between the sexes, and differences may be due to cultural environments.

8- Types of intelligences work and usually interact with each other in multiple ways. (Hussein: 43: 2003)

### **III. Research methodology and procedures**

This chapter deals with the methodology used in the current research and its procedures in terms of its society, sample selection and procedures, as well as identifying the statistical methods that were used in this field.

#### **Research methodology**

Since the current research aims to describe the apparent personal intelligence of university students, so the researcher has adopted the descriptive approach that seeks to determine the current situation of the phenomenon studied, and then described it and as a result, it relies on the study of the phenomenon on the reality on it and is interested in describing it accurately (Obaidat, and others: 31) 1997:)

#### **A- Research procedures:**

To achieve the objectives of the research, the researcher has followed the following procedures:

#### **The research community**

The research community represents a group of research units from which the researcher wants to obtain data and to generalize on them the results related to the studied problem. (Qasim, 2008).

The current research community consists of students of Wasit University for the academic year (2019-2020) distributed according to the gender variable (male / female) and specializations (scientific - human), where the total number of the research community reached (13896) by (6807) males and (7089).

#### **Research sample**

The current research is determined on the students of the Faculties of Education and Science distributed by gender (male-female) by (400) male and female students, distributed over (200) male and (200) female students, and specialization (scientific, humanitarian) by (200) scientific and (200) human for the year For the academic year (2019-2020), the selection was made by stratified random method 0

#### **Application sample**

The current research is determined on the students of the College of Education for Human Sciences and the College of Science distributed by gender (male-female) by (200) male and female students, distributed among (100) male and (100) female students, and the specialty (scientific, human) by (100) scientific and (100) Humanitarian for the academic year (2019-2020), the selection was made by stratified random method 0

Search tool: -

In order to achieve the objectives of the current research and to measure the research variable, the researcher constructed a personal evidence scale based on his personal experience and the opinions of experts and referees consisting of (30) paragraphs and each paragraph has five alternatives and two weights (5- 4- 3-2-1).

**the psychometric properties of the search tool: -**

- Logical analysis of the scale paragraphs:

The researcher presented the scale in its preliminary form, Appendix (1) to a group of arbitrators specialized in psychology, measurement and evaluation, their number reached (10) experts Appendix (2) and whose number of paragraphs reached (30) paragraphs to express their views on the appropriateness of the paragraph and judging the suitability thereof, and the extent Its relevance to the alternatives to the answer, so the chi-square value showed to the approvers and non-conformers that all the paragraphs obtained the approval of the arbitrators as shown in Table (1).

Table (1) shows the number of arbitrators agreeing and disagreeing with the paragraphs of the interpersonal scale, and the value of (Ka-2) for indicating the differences between them

Significance level	table	K2 calculate	ratio	Not agree	agree	No. items	Sequencing of the items
sign	3,84	10	%100	---	10	30	All items

\* The tabular  $\chi^2$  at the level of significance (05, 0) is (3.84)

The discriminatory power of paragraphs:

In order to preserve the good paragraphs and reveal their accuracy in measuring what they were put to measure, the researcher analyzed the paragraphs statistically and revealed their ability to distinguish and their correlation with the total degree of the scale, as the goal of this procedure is to maintain the distinct paragraphs in the scale (Eble, 1972: 392).

To calculate the discriminatory strength of the items of the (interpersonal) scale, the researcher follows the following steps:

- 1- Applying the tool to the sample of statistical analysis of (400) male and female students.

2- Arranging the grades obtained by applying the tool to the statistical analysis sample from the highest total score to the lowest grade

3- The two extremist groups were determined in the total score at (27%) of the higher group's (108) questionnaires and (27%) of the lower group's (108) forms, so the total of respondents in the upper and lower groups would be (216) students. And a student.

4- A "t-test" was used for two independent samples of equal number. In order to test the significance of the difference between the mean scores of the upper and lower groups, for each of the (30) paragraphs of the scale,

The values of the discrimination factor for the paragraphs of the Interpersonal Intelligence Scale ranged between (11,677 and 13,110) 0

All of them are a function at the level of significance (0.5), the degree of freedom (398) and the tabular value (1.96).

The correlation of the paragraph score with the overall score of the scale:

The method of correlating the paragraph score with the total score of the scale is one of the indicators used in calculating the internal consistency of the paragraphs (Hussein: 87: 2003). It is limited between (0.299 - 0.242). It is a function when compared with the tabular value of (0.098).

Stability of scale:

It is intended that each member of the sample obtains the same scores every time the tool is applied to them, provided that no learning or training occurs in periods between the two applications (Allam, 2000: 167).

Thus, the researcher extracted the stability factor using the following two methods:

1- Test and retest.

To calculate the reliability coefficient according to the retest method, the researcher chose a random sample of (50) male and female students, of (25) male and (25) female students, then used the Pearson correlation coefficient between the degrees of the first application of the tool and the degrees of the second application, so the reliability coefficient was reached according to this method ( 0,80), and the stability of the scale and its stability over time is one of the important characteristics in psychological scales when finding stability by the method of return 0

2- The Elva-Crowe-Nabach equation.

To verify the stability of the scale, the researcher selected a random sample from the sample of statistical analysis consisting of (100) male and female students by (50) male and (50) female students. The researcher from the characteristics of the scale paragraphs and the psychometric properties of him became the scale ready for application to the basic research sample.

Fourth: The final version of the personal Interpersonal Intelligence Scale test



The test was damaged in the final version of (30) paragraphs, as for the inclusion of the answers (alternatives), it became a quintuple and they are in order (applies to a large degree, applies to some extent, does not apply to some extent, does not apply to, does not apply to never The response scores ranged between (1-5), and thus the value of the maximum score for the scale is (150), and so the scale became ready on the study sample, see Table (2).

Table (2)

We include the answer on the Interpersonal Intelligence Scale

Never apply	Not apply	Not Fairly applicable	Fairly applicable 1	Apply to a great extent	Positive paragraphs
1	2	3	4	5	
5	4	3	2	1	Negative paragraphs

Statistical means:

For the purpose of identifying the objectives of the current research, the researcher relied on the Statistical Package for Social Sciences (SPSS) in all statistical treatments, whether in the procedures for verifying the psychometric properties of the research tool.

#### IV. Presenting and discussing the results

The fourth chapter includes a comprehensive presentation of the results of the study, its analysis and interpretation, and includes a presentation of the conclusions and recommendations that showed the results of the study and the proposals that came out. We will present the questions according to the objectives of the study and as follows:

the first goal :

Identifying the interpersonal intelligence scale among students of Wasit University, applying the interpersonal intelligence scale to the research sample, and after processing the data statistically for the sample of 200 students, the results showed that the average scores of the sample on the interpersonal intelligence scale reached (122,638) with a standard deviation of (11,551) While the hypothetical mean of the scale was (90) and by using the second test (T.Test) for one sample to test the differences between the two averages, it appeared that the calculated T value amounted to (39.99), which is greater than the tabular T value of (1.96) with the level of significance (0.05) and a degree Freedom (199), which indicates that the difference is statistically significant. Thus, the research sample has a level of interpersonal intelligence, as shown in Table No. (3).

Table No. (3)

The arithmetic mean, standard deviation, hypothetical mean, and constant value of the sample on the interpersonal intelligence scale.

Significance level	Value t table	Value t calculate	Hypothesized mean	standard deviation	SMA	sample	variable
0.05	1.96	39.99	90	11.551	638.122	200	Intelligence is interpersonal

The second goal: To identify the significance of the differences in interpersonal intelligence according to the gender variable (males and females).

For the purpose of knowing the differences between males and females in between personalities, the results showed that the mean of males is (64.11) and a standard deviation (03.6). As for the mean of females, it reached (52.58) and a standard deviation (5.52). Between the average of males and the average of females in interpersonal intelligence, where the calculated T value reached (6.808), which is greater than the table value (1.96) at the level of (0.05) with a degree of freedom (198), and this indicates the existence of differences according to the gender variable (males - females) For the benefit of males, as shown in Table (4).

Table (4)

The arithmetic mean, standard deviations, and its value (T) for the scores of the sample members in the Interpersonal Intelligence Scale according to the gender variable between (male - female).

Significance level	Tabular t table	Value t calculate	Degree of free	standard deviation	SMA	No.	sex	Attribute
0,05	1.96	808.6	198	03.6	64.11	100	male	Intelligence is interpersonal
				5.52	52.58	100	female	

The third goal: To identify the significance of the differences in interpersonal intelligence according to the variable of specialization (scientific, human).

For the purpose of knowing the differences between the human specialization and the scientific specialization in the personal sphere, the results showed that the average of the human being is (59.64) and a standard deviation (5.93). As for the scientific average, it reached (99.62) and a standard deviation (5.93). Scientific in the interpersonal intelligence, where the calculated T value reached (4.080), which is greater than the tabular value (1.96) at the level of (0.05) with a degree of freedom (198) and this indicates the existence of differences according to the variable of specialization (human - scientific) in favor of scientific specialization as well. In Table. (5)

Table (5)

The arithmetic mean, standard deviations, and its value (T) for the scores of the sample members in the interpersonal intelligence scale according to the specialty variable (scientific, human).

Significance level	Value t table	Value t calculate	Degree of free	standard deviation	SMA	No.	sex	Attribute
0,05	1.96	4.080	198	5.62	59.64	100	male	Intelligence is interpersonal
				5.93	62.99	100	female	

The arithmetic mean, standard deviations, and its value (T) for the scores of the sample members in the interpersonal intelligence scale according to the specialty variable (scientific, human).

## V. The conclusions

1- The current research sample has a clear personal intelligence because the withdrawn T values are greater than the tabular T values, which means that they have interpersonal intelligence

2- The results of the study also indicate that there are statistically significant differences between the sample members in terms of gender (males - females) in the level of interpersonal intelligence and in favor of the male sample

3- The results of the study also indicate the existence of statistically significant differences between the sample members in terms of specialization (scientific - human) in the level of interpersonal intelligence in favor of the scientific specialization.

## **VI. Recommendations:**

In light of the above and the results of the current research, the researcher can recommend the following

1- Taking into consideration the individual differences between students in the types of interpersonal intelligence when they teach academic subjects.

2- Working on preparing educational programs to clarify the capabilities that individuals possess, and how to benefit from them

3- Given the role of socialization of individuals in the home, school and surrounding environment, it is necessary to verify the skills of individuals from childhood and focus on the areas of skill and its development.

4- Making the curricula based on what is compatible with the skills of individuals.

### **Proposals**

In light of the results that have emerged from the current research, the researcher can submit some research proposals

The following future: -

1- Conducting a study (apparent personal intelligence and its relationship to mental health in other samples)

2- Conducting a study (Inter-personal intelligence and its relationship to the academic self-concept of university students)

3- Conducting a study (clear personal intelligence and its relationship to solving problems among university students).

4- Conducting a study of (Interpersonal intelligence and its relationship to methods of socialization among university students).

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