Building a University Experience Psychological Scale for Mosul University Students

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Abstract

The current research aims at building a scale of the university experience for the students of Mosul University. In order to accomplish that the literatures and studies, which are useful were reviewed and the raw items were collected from the exploratory samples by means of asking an open question to two groups that involve teaching staff members and students. The preliminary form of the experience scale was prepared, which included (65) items divided into three domain, namely: (The scientific and study experience, cultural and social experience and the personal and subjective experience). Four alternatives were specified to the items, which are (apply to me greatly, apply to me moderately, apply to me a little and doesn't apply to me) and they were adopted after obtaining the approval of the experts of education and psychology with a percentage of (70%) and more. The sample was chosen randomly from the students of the scientific and humanitarian colleges of Mosul University. The researchers performed the procedures of validity, invariability and distinction that are relevant to the preparation of the scale. The scale involved (46) items and the research data was processed using the statistical tools that are relevant to the nature and objectives of the research using the statistical package of the social sciences. After that the two researchers submitted a set of recommendations and suggestions.

Keyword(s): university experience.

Introduction

As the two researchers are members of the teaching staff at Mosul University, they observed that there were a qualitative variation in the students' university experience and this experience could reflect directly on their scientific acquisition and the nature of their interaction with the environment. The previous literature of educational psychology lacked – as far as the two researcher know – studies that tackled the concept of (university experience). The two researchers didn't find a scale that measures the university experience in the previous studies. Therefore, the problem of the research is summarized in that there is a need to build a scale that measures the experience of the university students.

The university stage is considered a vital and important stage as it is different from the stages that precede it in terms of the systems, regulations and the relationships with the professors and colleagues in addition to the students' feeling with self-responsibility, independence and their endeavor to accomplish the future goals. The correspondence of students with the university life requirements is related to several factors, some of which are relevant to the student sex (male, female), the personal, social and economic needs, mental powers and study skills as well as the social communication skills and the family conditions. From the other hands, others are related to university environment like the systems, curricula, professors, colleagues, buildings and the services provided by the university to the students (AlRabdi, 2012: 43).

The concurrence with the university life is regarded as one of the general concurrence and Arkoff (Arkoff, 1969, p. 6) defines it as the ability of students to construct good and amiable relationships with the teaching staff and their colleagues." Moreover, (Abbas Awadh, 1984) argues that the congruence with the university life is a state that emerges in the continuous dynamic process that the students pass through to comprehend the subjects of the study and pass them and the eventually accomplish accord between them and the university environment. The main components are: the university teaching staff, student's peers, the social, cultural and athletic activities, subjects of the study and the style in which the educational acquisition is obtained (Abbas Awadh, 1984: 6).

AlRabdi (2012) indicated that the congruence with the university life is considered significantly important as it involves positive consequences on the educational acquisition and the social interaction with the professors and colleagues because incongruence with the university life hampers the students from performing the tasks required from them in the university whether the educational tasks or other tasks that are related to the social relations with others and eventually results in the poor educational acquisition or might lead to deserting the university (AlRabdi, 2012: 431).

Based what has been mentioned above, the researcher consider the university experience subject is a vital subject and so they researched it because it is important to the university students who suffer from some problems in the their early university life, particularly in terms of the relations with their peers and the extent to which they are adapt to the university environment and reaching the nature of the relation between the university experience and its levels and the logical personality. Also, the researchers endeavor to identify the level of relationship between the university experience and the emotional balance of Mosul University students.

Therefore, the importance of the research is summarized as follows:

1- It is important to build a scale for the university experience to identify the level to which university students possess this type of experience and manifesting their positive and negative effects on the subjective and educational personalities.

2- The necessity to pay a good attention to the student' university experience by means of providing the opportunities that enhance the positive experiences and develop them in order to create a university generation that is characterized with leadership capacities in the society.

The Research Objectives

The current research aims at the following:

(building a scale for the university experience for Mosul University students).

The limits of the research

The limits of the research are defined by:

1. Human limits: The students of Mosul University.
2. Temporal limits: The academic year (2022-2023).
3. Spatial limits: Colleges of Mosul University.
4. The epistemological limits: The university experience.

The theoretical framework

The future of university students depends to a large extent on the degree of their adaptation and their social and cultural congruence with the new university environment. The educational process is considered as an acquisition of the life style and the culture of the society in which the student receives his learning and also an environment in which a student receives experience, a scientific, academic and artistic habilitation. As the human is a social being and has the ability to deal with the various circumstances and the ability to respond to the novel things in life, the adaptation with the university environment entails a number of basic requirements that make the university environment a good ambience for study (AlQuthat, 2014: 3).

Joudah argues that the university teaching environment is a set of the material, regulatory, behavioral and social factors that surround the student at his college of teaching institute and affect his behavior and thus his motivation to achievement through the opportunities this environment provide to the student to meet his needs and desires, because the university is a small society through which the student, the teaching staff member and the styles of teaching interact to polish the personality of the student and provide him/her with the experience he/she needs and endeavor to accomplish. It is considered as a transitional stage from which the student graduates and gets into the business market to serve his/her society. Moreover, the university environment through which the student and teaching staff members stays plays a major role in the growth and rise of each other. The stronger the university environment is (represented by its good and strong elements) the more is the innovation, distinctiveness and productivity are (Joudah, 2000: 159). Therefore, John Dewy argues that the essence of the experience and the source of its formation is the effective relationships between man and the environment, what the man brings about in the environment and the consequences inflicted. He also, thinks that it is a series of attitudes and its core is the interaction between the human and the environment in the human's

own way as the human, in this interaction, uses his senses, mind, his body, manners and his feelings. He (the human) integrates his vision in the work, the sensation with recognition, the mind in the emotion and the individualistic with the societal. As a results of this interaction, the human can understand himself and the environment simultaneously and this motivated Dewy to reject all the previous philosophies that attempted to understand the world through a system of concepts and this because the world, according to Dewy, is not completely formed but is changing and renewed and it the personal experience is the way to discover the meaning of things, the meaning doesn't acquire an absolute denotation as the idea the experience suggests is what gives things their meaning and it is honest in the scope of the experience. Hence, there is no need to look for its absolute sincerity because in the experience, we do not ask about the essence and the core of something, but we wonder about its meaning for us and what it will be (AlTaif, 2016: 3).

Previous Studies

The two researcher didn't find any previous studies that are related directly and explicitly to building a scale of university experience and this necessitates referring to some of these studies:

AlHussein and AlAli study (2020)

"The relationship between the future thinking skills and the openness to the experience for AlMustansereya University students."

Gradein's Study (2007)

"The effect of the university experience, College and the gender on the mind habits of Mu'tah University students."

Procedures of the Research

This chapter involves the procedures necessary to fulfill the objectives of the research in terms of determining the methodology of the research, the society of the research, the sample, the way in which the sample is chosen, building the tool of the research (the scale of university experience), extracting the psychometric characteristics and the statistical methods according to the requirements of the research and as follows:

1. Research Methodology

The descriptive methodology was used to accomplish the objective of the research.

2. Research Population

The research population is defined as all the elements relevant to the problem of the study that the researcher seeks to generalize the results of the study through it (Mohammed, 2012: 47). It includes all the individuals, things or persons who represent the subject of the research upon which the researcher seeks to generalize the results of his study (Kawafha, 2010: 217). The population of the current research consists of students of Mosul University (morning study) distributed in (24) colleges.

3. Research Samples

The sample is part of the population and has the characteristics of the population and so it represents the original population and data is taken from the samples (Mustafa, 2019: 19). The sample is randomly taken, i.e. a group of the research individuals are considered to be representing the population of the research (Aishor et al., 2017: 228).

The following is a detailed presentation to the role of the samples of the current research, given that each sample that was used is excluded in the subsequent stages:

A- The pilot sample

This sample was used when preparing the preliminary form of the university experience tool and it was applied to a sample involving (40) male and female students and (40) well-experienced teaching staff members to collect some raw paragraphs through asking them an open question to get benefit from their answers to develop suitable paragraphs. A random sample represented (40) fourth-grade students from College of Agriculture and Forestry and College of Tourism Sciences. Also, the sample was made use of in presenting the research tool in its preliminary form to train the researcher to apply it in the subsequent stages and to identify the remarks of the students on it in addition to calculating the time needed for answering, which was (15) minutes.

B- Invariability sample

In order to determine the invariability of the research tool using application and reapplication a sample of (60) fourth grade students from College of Pure Sciences and College of Law were chosen randomly as shown in table (1):

Table (1): The distribution of the sample of research tools invariability according to the specialization and sex

College	specialization	Fourth grade		total
		Males	**Females**	
Education for pure sciences	**Scientific**	15	15	30
College of Law	**Humanities**	15	15	30
Total		30	30	60

C-Building sample

The construction sample aimed at building the scale of university experience by means of verifying the items of the scale through discovering the distinction strength of the items and the relation of the items with the total score of the scale. A sample consisting of (400) male and female students randomly from each college and the colleges included (3) scientific college and (3) humanities colleges, as shown in table (2):

Table (2): The distribution of the construction sample individuals according to the colleges, specialization and sex

No.	College	specialization	Fourth grade		total
			Males	**Females**	
1	Sciences		40	71	111
2	Nursery	Scientific	11	77	88
3	Oil engineering		15	4	19
4	Arts	Humanities	66	54	120
5	Archaeology	Humanities	18	8	26
6	Political sciences	Humanities	24	12	36
	Total		192	208	400

1- Procedures of building the research tool (the university experience)

The scale of university experience was built after making sure that no ready former scale exists. The two researchers followed certain steps in the process of building in accordance with a theoretical framework that involves theories and previous studies that tackled this concept and then the items of the scale were identified. The process of building the scale passed through certain procedures, including:

A- Reviewing the similar literature and scales in the previous studies.

B- Defining the concept of the university experience (theoretically) as: (All what a student acquires from the university environment "materially" and "intangibly" that affect his/her behavior in terms of building his/her personality.

2- Determining the domain of scaling:

In order to determine the suitable domains of the university experience scale, the relative importance was conducted through presenting the proposed domains in their preliminary form to (28) experts in the psychological and educational sciences as shown in table (3):

Table (3): The relative importance of the domain of university experience scale

No.	Type of the proposed domain	invalid	Valid with the degree		
			1	2	3
1	Scientific and study experience				
2	Cultural and social experience				
3	Personal and subjective experience				

- The first domain: The scientific and study experiences that the student acquired in the university life, which includes (28) items.
- The second domain: The cultural and social experiences that were acquired by the student in the university life and it includes (18) items.
- The third domain: The personal and subjective experiences, which the student acquired in the university life and this domain involves (19) items.

3- All the raw items from the pilot sample through asking an open question to the students:
The raw items were collected from asking the students an open question, which is: (What are the most prominent university experiences that you gained?). Also, the teaching staff members in the sample were asked an open question: (What are the most prominent university experiences that the student is supposed to gain?)

Moreover, other items from the literature and the similar scales that are relevant to the subject of the research were included in addition to conducting an analytical profound dialogue with the supervisor of the study as well as the opinions of experts in the psychological and educational specializations to obtain suitable items.

After defining the theoretical framework of the university experience concept, a good attention was paid to make the formulation of the items relevant to the theoretical definition in a simple and easy manner with an understandable language and accurate meaning. So, the scale items were (65) items as total and distributed to three domain and eventually the preliminary form of the scale was completed and then four alternative were proposed for responding: (applies to a great extent, applies to me to a medium extent, applies to me to a small extent and doesn't apply to me).

1- The psychometric characteristics of the scale
A- Validity of the scale

Validity is considered one of the most important characteristics of the psychological tests in the psychological measurement that should be made sure of by the designer of the scale and what is meant by it is to which extent the test will measure what is intended to be measured (AlDhamin, 2007: 113). It shows the extent of validity of the scale for measuring what it designed to measure, i.e. the valid scale will measure what it is designed for to measure only (Murad and Ameen, 2005: 350).

The validity of the university experience scale was determined depending on the following types of validity:

A- The apparent validity:

What is meant by the apparent validity is measuring the apparent face of the scale in terms of measuring what it was designed to measure (Aqeel, 2008: 308). It means the representation of the scale items to the content

to be measured and this is accomplished via the logical analysis of the scale content and based on the opinions of the experts in this domain (AlNu'aimi, 2002: 224).

Because the university experience scale is applied to the university students, so it important to submit its items to experts to present their advice concerning the suitability of its items with the sample of the university students in order to fulfill the objectives of the current research. The scale was submitted to a group of experts (28 experts), who are specialized in the psychological and educational sciences in Mosul, Baghdad, Salahaldeen University (in Erbil), Duhok and Tikrit University. After answering the items, the percentage of each items was determined. The researcher considered a percentage of (70%) and more from the experts agreement as a standard that denotes the apparent validity.

Based on the remarks of the experts, some items were deleted (4, 7, 19, 20, 24 and 25) and some of the items of the scale related to the second domain were also deleted (5, 9, 14 and 18) and some of the items of the scale related to the third domain were deleted as well (3, 7, 13, 14 and 15).

Therefore, the items of the scale in the first domain were (22) items after deleting (6) items, the number of the second domain items was (14) items after deleting (4) items and (14) items for the third domain after deleting (5) items, which were with less than (70%) agreement of the experts.

B- Validity

C- Auto validity

It represents the relationship between the validity and invariability and it is extracted from the square root of the invariability coefficient using the retest method (Mohammed, 2004: 88). It is a statistical indicator, which is shown from the maximum domain the validity might reach (AlTareeri, 1997: 269). This means that the auto validity coefficient of any test is the maximum limit of its validity coefficient (Abdulrahman, 2008: 201) as the invariability coefficient in the retest method is (0.82) and therefore the auto validity is (0.90) and it is considered high and denotes the validity of the scale for application.

D- Validity of Building

It refers to the degree shown by the test or reveals the existence of the characteristic to be measured, i.e. the test is supposed to measure a certain characteristic, a formation or a function (AlAbbasi, 2018: 290). It is meant with it the domain of the scale measurement to a certain characteristic (Habeeb, 1996: 37).

The validity of the scale is verified according to the following indicators:

A- Calculation of the items degree of the distinction:

To obtain the distinguished items, the scale was applied to the distinction sample (400 male and female students). After that the scale was corrected and the total score of each student was calculated and the responses of the distinction sample individuals were arranged from the highest score to the lowest one and the high scores that represents (27%) (108 male and female students) out of the total number of the distinction sample. Also, a percentage of (27%) (108 male and female students) of the total number of the distinction sample as scores that represent the minimum scores. The distinctive strength of the item was calculated using the T test and the statistical package (SPSS) of the social sciences, and table (4) below shows that:

Table (4): The distinctive strength of the items of the university experience scale

Item	maximum group		Minimum group		Table T
	Arithmetic Mean	Standard deviation	Arithmetic Mean	Standard deviation	
1	3.4074	0.49364	2.8889	0.56920	7.152
2	3.6852	0.57434	2.3796	1.12506	10.741
3	3.0926	0.79175	2.4630	1.04502	4.991
4	3.7315	0.54010	2.3519	1.16262	11.184

5	3.0648	1.06141	2.2130	1.23084	5.447
6	3.5833	0.72505	2.5463	1.09702	8.196
7	2.8519	0.64583	2.7407	0.90037	1.042
8	3.4537	0.58620	2.8889	1.21003	4.366
9	3.2130	0.74947	2.2130	1.06824	7.964
10	3.6111	0.54401	2.4815	1.13961	9.296
11	3.3241	0.63876	2.9352	0.58443	4.668
12	3.5370	0.51927	3.0648	1.17030	3.833
13	3.2685	0.52251	2.7963	0.66641	5.795
14	3.6019	0.54584	2.5741	1.17770	8.229
15	3.1944	0.51986	2.9722	0.37337	3.608
16	2.6759	1.14246	1.7500	0.89782	6.622
17	2.9537	1.21812	2.2407	1.35943	4.059
18	3.3704	0.58951	3.2130	1.05060	1.358
19	3.2037	0.60773	2.8704	0.56523	4.174
20	3.5370	0.67569	2.4815	1.21887	7.871
21	3.6852	0.59039	2.7778	1.17873	7.153
22	3.5926	0.65620	1.9352	1.12136	13.257

Item	maximum group		Minimum group		Table T
	Arithmetic Mean	Standard deviation	Arithmetic Mean	Standard deviation	
1	3.1667	0.72987	2.6759	0.85192	4.546
2	3.6019	0.57907	2.7222	1.22156	6.762
3	3.4537	0.77802	2.5833	1.18499	6.381
4	3.2037	0.74582	2.6944	1.22633	3.687
5	3.5926	0.59652	2.4074	1.22312	9.051
6	3.3796	0.54202	2.5093	1.30774	6.390
7	3.6944	0.53753	2.8889	1.12186	6.730

8	3.0648	0.95968	2.8889	1.17078	1.208
9	3.6204	0.60709	2.4630	1.24124	8.705
10	3.2870	0.74947	2.7407	1.21801	3.970
11	3.0833	0.75039	2.9815	0.78516	0.975
12	3.1111	0.83536	2.7037	1.17814	2.932
13	3.6019	0.72266	2.8519	1.19824	5.570
14	3.2130	0.84335	2.5278	1.13119	5.047

Item	Maximum group		Minimum group		Table T
	Arithmetic Mean	Standard deviation	Arithmetic Mean	Standard deviation	
1	3.4630	0.71598	2.7037	1.06129	6.163
2	3.5926	0.77384	2.6296	1.31556	6.557
3	3.2222	0.91031	2.4444	1.13840	5.545
4	3.5185	0.82577	2.8241	1.24427	4.833
5	3.0185	1.07635	2.2037	1.01170	5.732
6	3.5648	0.72696	2.3796	1.22068	8.669
7	3.5741	0.64422	2.6852	1.08212	7.335
8	3.2315	0.89240	2.3056	1.22633	6.345
9	3.1111	0.91031	2.1852	1.15320	6.550
10	3.5000	0.69039	2.3241	1.20613	8.793
11	3.4815	0.69014	2.7130	1.11950	6.073
12	3.4352	0.68731	2.0741	1.18166	10.347
13	3.6019	0.64038	2.7870	1.05060	6.882
14	3.6667	0.59594	2.4907	1.30058	8.542

Due to that procedure, the items (7 and 18) in the first domain and items (8 and 11) in the second domain were omitted and their calculated table T value was less than the table value (1.96) at a freedom degree of (214) and a significance level of (0.05). From the other hand, it was found the calculated T value for the rest of the items was higher than the table value and therefore, these items are considered distinguished. So, the scale of the university experience in its final form consisted of (46) items.

Internal uniformity coefficient

The construction sample, which consisted of (400) students was taken to calculate the correlation coefficient between each item with the total score of the scale. The significance of the correlations were verified by(   ) test, as shown in table (5):

Table (5): The correlation coefficient between the score of each item with the total score of the scale

No.	With the Maximum score		With its domain	
	Correlation coefficient	T test	Correlation coefficient	T test
1	0.674	18.202	0.309	6.482
2	0.384	8.297	0.613	15.479
3	0.440	9.775	0.519	12.113
4	0.447	9.969	0.419	9.206
5	0.520	12.145	0.319	6.715
6	0.555	13.31	0.581	14.241
7	0.087	1.742	0.076	1.521
8	0.567	13.732	0.482	10.975
9	0.514	11.954	0.551	13.172
10	0.365	7.821	0.483	11.005
11	0.331	6.998	0.622	15.847
12	0.554	13.276	0.587	14.465
13	0.532	12.534	0.723	20.878
14	0.703	19.72	0.468	10.565
15	0.734	21.561	0.413	9.047
16	0.774	24.387	0.501	11.549
17	0.378	8.145	0.648	16.973
18	0.071	1.42	0.062	1.239
19	0.332	7.022	0.610	15.358
20	0.410	8.968	0.671	18.054
21	0.517	12.049	0.337	7.141
22	0.408	8.915	0.546	13.002

No.	With the Maximum score		With its domain	
	Correlation coefficient	T test	Correlation coefficient	T test
1	0.575	14.021	0.551	13.172
2	0.355	7.576	0.424	9.34
3	0.648	16.973	0.488	11.154
4	0.368	7.896	0.515	11.986
5	0.449	10.025	0.418	9.179
6	0.613	15.479	0.441	9.803
7	0.537	12.7	0.332	7.022
8	0.054	1.079	0.068	1.36
9	0.466	10.507	0.462	10.392
10	0.425	9.367	0.408	8.915
11	0.066	1.32	0.072	1.44
12	0.521	12.177	0.559	13.45
13	0.468	10.565	0.543	12.9
14	0.626	16.015	0.343	7.285

Item	With the Maximum score		With its domain	
	Correlation coefficient	T test	Correlation coefficient	T test
1	0.338	7.165	0.566	13.697
2	0.510	11.828	0.475	10.769
3	0.501	11.549	0.304	6.366
4	0.465	10.478	0.388	8.399
5	0.523	12.241	0.621	15.806
6	0.438	9.72	0.681	18.553
7	0.494	11.335	0.627	16.057
8	0.482	10.975	0.659	17.479

9	0.516	12.018	0.575	14.021
10	0.494	11.335	0.751	22.69
11	0.400	8.707	0.734	21.561
12	0.399	8.681	0.638	16.529
13	0.366	7.846	0.354	7.551
14	0.617	15.641	0.689	18.966

When using the statistical package, it was found that (4) items should be omitted because their values are less than the table value (1.960) at a significance level of (0.05).

Invariability

Invariability refers to the uniformity the scores of the individual on the measurement tool through time. The test that is characterized with invariability has results that are approximate if it is applied more than once in similar conditions (Ghunaim, 2014: 61).

A- Retest

This method is considered one of the most important methods in calculating the invariability throughout time. It is summarized in applying the scale to a group of individuals after applying it to the sample and then the test is repeated and applied again to the sample in similar conditions to that of the first test and then the Pearson's correlation coefficient is calculated between the scores of the two tests (Mohammed, 2004: 72-73).

The test was applied in 3/1/2022 and then repeated in 16/1/2022 and Pearson correlation between the scores obtained in the two tests was calculated (Abu Huwaeij et al., 2002).

The researchers applied the scale to (60) male and female students and the value of correlation coefficient was (0.82) and this denotes that the invariability coefficient is very good.

B- Alphcronbach equation:

To make sure of the invariability of the internal homogeneity, the invariability was calculated using Alphacronbach method and the invariability coefficient of the university experience scale was (0.84) and this is considered a good indicator. AlEsawi confirmed that the invariability coefficient is considered good if it ranged between (0.7 – 0.9) (AlEsawi, 1974: 58).

1- The correction of the university experience scale

What is meant by correction is putting a score of the tested person's response to each one of the scale alternatives a respondent might choose. The researchers used the following weights:

The weight (4) of the alternative (applies to me greatly)

The weight (3) of the alternative (applies to me to a medium extent)

The weight (2) of the alternative (applies to me to a small extent)

The weight (1) of the alternative (doesn't apply to me)

The aforementioned are for the positive items and they are inverted in the case of the negative items.

As the items of the scale are (46) items, the highest score a respondent can get is (184) and the lowest score is (46) and the hypothetical average of the scale is (115) scores. In light of this the process is performed to determine the total score of each respondent.

So, the scale is ready to apply as it is characterized with validity, invariability and distinctiveness.

Recommendations

- The researchers recommend the necessity of making use of building the university experience scale to build similar scales for the educational and teaching university experience.

Suggestions

- The researchers suggest to conduct a similar study that deals with the university experience and its relation to the emotional balance.
- Conducting studies that tackle the university experience and its relation to the logical personality.

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