

# Building and codifying the scale of intolerance among university students in Baghdad

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## Abstract

*Intolerance is the result of psychological processes of the individual's perception of the concept of belonging and his awareness of the existence of external groups that may destabilize its security and stability or distinguish it from other groups by what is known as social classification, and intolerance is also a product of cognitive processes of a general nature that lead to the simplification of the surrounding social world to make it more amenable to dealing with it and answers many Among the questions that he had about the nature of social relations between individuals. Among these theories adopted by the researchers is the theory of social learning of Benadura and Waltz, which indicates that fanaticism is possible for an individual to learn as a result of imitation, simulation, and guidance to others close to him, especially parents in the early stages.<sup>1</sup> It revolves around situations within other groups in society (2001-23), which generates the emergence of intolerant trends, whether in beliefs or apparent behaviour. In our time, the media is the most influential source for learning and spreading fanatic trends that are led by parties and sects that serve external and internal groups with specific goals and interests (2008-4-4).*

*This phenomenon is frequently found in societies that have undergone certain wars or conflicts, which makes encouraging this phenomenon. A necessity to stay. From here came the importance and problem of research in studying this phenomenon among an important segment of society, namely university students, on whom the progress or delay of any modest contribution state by researchers to stand up when studying the phenomenon of intolerance and help those in the educational process to prevent the spread of the phenomenon of intolerance.*

**Keywords:** *codifying, scale, intolerance*

## Research objectives

1. Building and setting standard levels for excluding and the overall degree of a scale of intolerance for university students.
2. Knowing the level of dimensions and the general total of intolerance among students of Physical Education and Sports Sciences / Baghdad.

## Research hypotheses

1. There are no statistically significant differences in the level of intolerance among the female students of the College of Physical Education and Sports Sciences.

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2. There are no statistically significant differences in the dimensions of intolerance among students of physical education and sports sciences.

### **Research fields**

- The human field: (1029) students from the University of Baghdad and Al-Mustansiriya
- Spatial field: The theoretical halls of the colleges
- Time range: 11/2/2016 - 10/4/2017.

### **Research methodology and field procedures**

#### **Research Methodology**

The researchers chose the descriptive and analytical approach to suit the research problem.

#### **Research community**

The research community was selected from university students in Baghdad (Baghdad, Al-Mustansiriya) and their number was (1029) students for the academic year (2016-2017). They were divided into three groups, the first group, the building sample (240) students, and the second group, the rationing sample (240). Male and female students, and the third group (649) female students for measurement.

#### **Building a measure of intolerance**

The researcher (Prof. Dr. Sahira Razzaq), based on previous books and studies, laid the first foundations for construction, namely the dimensions of the scale of fanaticism, and concluded through theories that intolerance takes forms including (religious and sectarian, beliefs, nationalism, sports) (78-2002-7) and (1995-26-8) and (2008-97-6), and in light of it a group of questions were put together for each dimension and there were (15) questions, and four alternatives were put forward to answer them (strongly agree, agree, reject, strongly reject) are given.<sup>2</sup> The following scores are (4,3,2,1) respectively, with an emphasis on the fact that the questions are clear and not dominated by ambiguity and ambiguity.

#### **The first pilot study**

The researchers distributed the scale after presenting it to a group of specialists, and distributed the scale to (240) male and female students on (2-11-2016) to extract:

1. The stability of the scale was done by finding the stability coefficient by the half-segmentation method and by using the SPSS system of the Pearson correlation coefficient, as the correlation coefficient was (0.625) and between the odd and even questions, as the reliability coefficient was (0.592), which is acceptable stability. Then the Alphakronbach stability was calculated for each paragraph with the total number of paragraphs and it was (0.801) and it is considered good stability as well. This type of stability is called internal homogeneity and it indicates the strength of the correlations between the paragraphs in the scale, which ranged between (0.774-0.801) for all paragraphs.
2. Scale validity The researchers verified the hypothetical formative or constructive validity of its current scale by the following means:

#### **The discriminatory power of paragraphs:**

One of the psychometric characteristics that the measurement needs is the extraction of the discriminatory power, as the process of paragraph analysis is a basic procedure in the numbers and construction of psychological measures, whereby the extent of the strength of the distinction between the

respondents (1999-45-5) is known and the discrimination coefficient for each paragraph is extracted with the total score of the scale of intolerance,<sup>3</sup> and the degree The dimension to which it belongs in addition to the degree of the dimension with the total score, as shown in Table (1).

We also see the high discriminatory power of all paragraphs, and by using the Alphakronbach coefficient, which relied on deleting some paragraphs, bringing their number to (23) paragraphs, then the discrimination coefficient was re-extracted, and the values ranged between (0.73-0.610) and as shown in Table(1).

**Table 1.** Show correlations between the paragraphs of the scale

Paragraphs after religion →		intolerance	a1	a2	a3	a4	a5	a6	a7	a8	religion Σ
intolerance	Pearson Correlation	1	0.190*	0.473**	0.216**	0.643**	0.234**	0.154*	0.401**	0.428**	0.793*
	Sig. (2-tailed)		0.003	0.000	0.001	0.000	0.000	.017	0.000	0.000	0.000
religion	Pearson Correlation	0.793**	0.371*	0.595**	.344**	0.735**	0.535**	0.231**	0.389**	0.356**	1
	Sig. (2-tailed)	.000	0.000	0.000	.000	.000	.000	0.000	0.000	0.000	
	Dimension paragraphs tribal→	intolerance	b1	b2	b3	b4	b5	tribalΣ			
intolerance	Pearson Correlation	1	0.490*	0.509**	.482**	0.175**	0.240**	0.521**			
	Sig. (2-tailed)		.000	.000	.000	0.007	0.000	0.000			
tribal	Pearson Correlation	0.521**	0.696*	0.780**	0.266**	0.834**	0.736**	1			
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000				
intolerance	Dimension paragraphs National→	intolerance	c1	c2	c3	c4	c5	NationalΣ			
	Pearson Correlation	1	0.714*	.733**	.460**	.616*	0.502**	0.854**			
	Sig. (2-tailed)		0.000	.000	.000	.000	0.000	0.000			
	Pearson	.854	0.7	0.67	0.55	0.810	0.771	1			

National	n Correlation Sig. (2-tailed)	** .000	23* * 0 .000	9** 0.00 0	0** 0.00 0	** 0.000	** 0.000		
	Dimension paragraphs athlete →	intolerance	d1	d2	d3	d4	d5	athlete Σ	
intolerance athlete	Pearson Correlation Sig. (2-tailed)	1 0.714**	0.674* *	0.390** 0.00	0.577** 0.00	0.338** 0.000	0.215** 0.001	0.714** 0.000	
	Pearson Correlation Sig. (2-tailed)		0.773* *	0.639** 0.000	0.641** 0.000	0.562** 0.000	0.559** 0.001		0.001 0.000

**Table 2.** Show Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
a1	56.1000	75.605	0.107	0.804
a2	55.5500	70.039	0.375	0.792
a3	56.5250	75.012	0.121	0.804
a4	56.8500	66.605	0.563	0.780
a5	56.5500	75.211	0.160	0.801
a6	56.0000	75.916	0.056	0.808

a7	55.7000	71.558	0.301	0.796
a8	55.4000	71.940	0.346	0.793
b1	55.3500	71.777	0.423	0.790
b2	55.5000	70.293	0.428	0.789
b3	56.8500	72.982	0.430	0.792
b4	55.3500	75.542	0.073	0.807
b5	55.7750	74.234	0.126	0.806
c1	55.3000	67.943	0.664	0.778
c2	56.3500	65.450	0.672	0.774
c3	56.7500	71.485	0.381	0.792
c4	55.2500	68.674	0.547	0.783
c5	55.3500	69.567	0.409	0.790
d1	56.0500	67.428	0.610	0.779
d2	56.3000	71.508	0.284	0.797
d3	55.9000	69.028	0.501	0.785
d4	55.6000	72.392	0.227	0.801
d5	56.6500	75.944	0.162	0.800

**B- Internal consistency**

To calculate the validity of the scale, he relied on the validity of the internal consistency by using the Pearson correlation coefficient for each field with the total score, which shows the high correlation strength of the three axes of the intolerance scale with the total score of the scale.

With this, the scientific foundations for the scale of fanaticism were extracted from honesty and consistency. As for the objectivity, it was the opinion of those with experience and competence,<sup>4</sup> in addition to the fact that the alternatives to the answer were scientific and that the level of ease and difficulty of the questions was appropriate for the sample through the use of the torsion coefficient law to verify that the results of the sample are distributed moderately and as shown in Table (3) Its value was (0.704) for the scale of intolerance, a standard deviation (8.804) and arithmetic mean (58.5) so that the scale met the scientific conditions for it.

**Table 3.** Show descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
religious	240	15.00	27.00	19.3250	3.19561	0.628	0.157
tribal	240	7.00	19.00	13.6750	2.87294	-0.292	0.157
National	240	8.00	20.00	13.5000	3.23940	-0.089	0.157
Athlete	240	8.00	18.00	12.0000	2.81657	0.707	0.157
intolerance	240	43.00	78.00	58.5000	8.80472	0.704	0.157
Valid N (listwise)	240						

**The second pilot study**

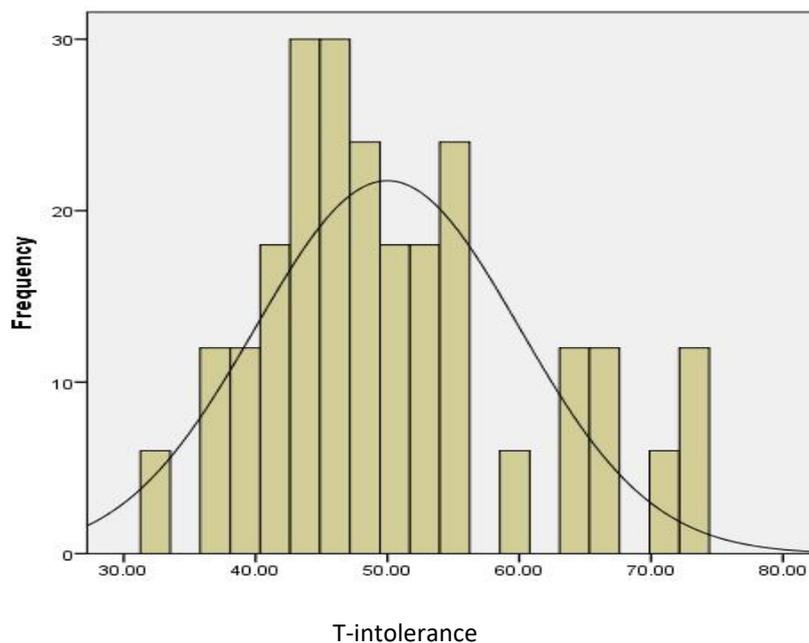
The scale was distributed again to the legalization sample of (240) male and female students to find the standard grades and standard levels on (12-13-2016). After converting the raw grades into standard degrees, the standard levels were determined according to the Kaos curve of the normal distribution, and the levels were built based on their division To six standard levels (1995-5, p. 114) selected by researchers within six ranges, as shown in Figure (1) The second exploratory experience.<sup>5</sup>

The scale was distributed again to the legalization sample of (240) male and female students to find the standard grades and standard levels on (12-13-2016). After converting the raw grades into standard degrees, the standard levels were determined according to the Kaos curve of the normal distribution, and the levels

were built based on their division To six standard levels (1995-5, p. 114) selected by researchers within six ranges, as shown in Figure(1).

**Table 4.** Show percentiles

		Percentiles						
		5	10	25	50	75	90	95
Weighted Average(Definition 1)	T-religious	30.4207	34.0755	44.1697	51.1312	58.0928	61.5735	65.0543
	T-tribal	30.4207	34.0755	44.1697	51.1312	58.0928	61.5735	65.0543
	T-National	33.0216	33.3303	43.0543	51.5435	56.9457	63.5828	69.7567
	T-athlete	35.7983	36.1534	42.8992	50.0000	53.5504	70.5924	71.3025
Tukey's Hinges	T-religious			44.1697	51.1312	58.0928		
	T-tribal			44.1697	51.1312	58.0928		
	T-National			43.8260	51.5435	56.1740		
	T-athlete			42.8992	50.0000	53.5504		
Weighted Average(Definition 1)	T-intolerance	35.8598	38.1881	42.6176	47.7285	54.8270	65.3327	72.0904
Tukey's Hinges	T-intolerance			42.6176	47.7285	54.5430		



**Figure 1.** Show natural distribution curve

The (average) level represents the arithmetic mean only if the normal distribution curve is divided into (7) levels, meaning that it is a point on the curve and not a period like the rest of the other levels. The number of levels can be (3) by merging the levels on both ends of the curve to be the distribution of the standard proportions under the curve. Arithmetic becomes as follows and as in Table (5) and (6).

**Table 5.** Show standard level

Standard levels	Very high	High	Middle	Little	Very little
Standard ratios	2.14%	13.59%	68.27%	13.59%	2.14%
Class	92	76	59	41	23

**Table 6.** Show Descriptive Statistics

	Hypothesized mean	Mean	Std. Deviation	Skewness		standard level		
	Test Value	Statistic	Statistic	Statistic	Std. Error	Little	Middle	High
Religious	20	19.3250	3.19561	0.628	0.157	1-20	21-23	24-32
tribal	15.5	13.6750	2.87294	-0.292-	0.157	1-11	12-14	15-20
National	15.5	13.5000	3.23940	-0.089-	0.157	1-13	14-17	18-20
Athlete	15.5	12.0000	2.81657	0.707	0.157	1-12	13-15	16-20
Intolerance	17.5	58.5000	8.80472	0.704	0.157	23-58	59-76	77-92

### A measure of intolerance

After the completion of the scientific foundations, the measurement became ready to be applied and it consists of (23) paragraphs with four dimensions ((the religious dimension from (1-8), the tribal dimension from (9-13), the national dimension from (14-18) and the mathematical dimension (19- 23).

Each dimension has a set of paragraphs, and it contains four alternatives to answer ( ) respectively, and the scores are given (4,3,2,1) respectively, and thus the highest score for the scale is (92), the lowest score (23), a hypothetical mean (57.5), and a hypothetical mean for the dimensions Religious, tribal, national and athletic, respectively.<sup>6</sup>

### The main experience

The questionnaire was distributed to the third research sample of (549) students from the College of Physical Education and Sports Sciences for Girls for the academic year (2016-2017) for the third phase of the University of Baghdad and Al-Mustansiriya on a date (10-1-1017).

### Statistical means

The ready-made statistical system SPSS V.23 was used to analyze the data.

### Results and discussions

To obtain the results, as shown in the following table (7), the simple ( ) is used for the dimensions and the general sum of intolerance, and significant differences were found. The effect of sport in general in withdrawing their fanatic energy because practising sports makes everyone equal only distinguishes them by

achievement and following the rules, as well as the fact that the sports field is a climate dominated by love, cooperation and self-denial to win.

**Table 7.** Show One-Sample test

	t	df	Test Value	Mean	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Religious-tribal	-4.920	548	20	19.3297	0.000	-0.67031	-.9380	-.4027
	-14.847	548	15.5	13.6849	0.000	-1.81512	2.0553	1.5750
National	-14.461	548	15.5	13.5082	0.000	-1.99180	2.2624	1.7213
Athlete	-29.198	548	15.5	11.9964	0.000	-3.50364	3.7394	3.2679
Intolerance	2.721	548	57.5	58.5191	0.007	1.01913	.2833	1.7549

This is what studies have confirmed that university education contributes significantly to the mental, moral and educational development of students, which is reflected in their lives ((1-1991-3). They have awareness of identity. To a degree that reaches the point of interconnection (1981-333), which makes the student ultimately, and from the researchers 'point of view, to open insight, which prevented the existence of intolerance between him and his classmates, teachers, or those in the administrative side of the college.<sup>7</sup>

**Presentation and analysis of the results of eliminating intolerance**

B To identify the most influential dimensions in the appearance of students and after using the (ANOVA) factor by looking at Table (8), we find that there are significant differences through the value of (f) which is (621.5).

**Table 8.** Show ANOVA test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17114.996	3	5704.999	621.507	0.000
Within Groups	20121.016	2192	9.179		
Total	37236.012	2195			

We see that the most influential dimensions are the religious dimension and the least one is the mathematical dimension, although their level is less than the standard and the hypothetical mean, <sup>8</sup>the researchers find this result logical.

**Table 9.** Show Multiple Comparisons

(I) Code	(J) Code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Religious	Religious	5.64481*	0.18287	0.000	5.2862	6.0034
	National	5.82149*	0.18287	0.000	5.4629	6.1801

	Athlete	7.33333*	0.18287	0.000	6.9747	7.6919
Religious	Religious	-5.64481-*	0.18287	0.000	-6.0034-	-5.2862-
	National	.17668	0.18287	0.334	-.1819-	0.5353
	Athlete	1.68852*	0.18287	0.000	1.3299	2.0471
National	Religious	-5.82149-*	0.18287	0.000	-6.1801-	-5.4629-
	Religious	-.17668-	0.18287	0.334	-.5353-	.1819
	Athlete	1.51184*	0.18287	0.000	1.1532	1.8704
Athlete	Religious	-7.33333-*	0.18287	0.000	-7.6919-	-6.9747-
	Religious	-1.68852-*	0.18287	0.000	-2.0471-	-1.3299-
	National	-1.51184-*	0.18287	0.000	-1.8704-	-1.1532-

\*. The mean difference is significant at the 0.05 level.

This indicates the role of school curricula in enhancing awareness and perception of social communication and avoiding discrimination and discrimination to serve the society in general.<sup>9</sup> Likewise, teachers in different educational stages play a role no less important than the role of parents, but rather they are considered as social models that exert an undeniable influence in shaping children's attitudes in general, including prejudice.

### Research results

1. The scale of fanaticism applies to university students.
2. The dimensions and the total degree of intolerance were codified (finding standard levels).
3. The level of intolerance among the female students of Physical Education and Sports Sciences was moderate.
4. The most influential of the dimensions of fanaticism was the religious dimension and the least mathematical dimension.

### Recommendations

1. Conducting similar research on male and female students in other specializations.
2. Conducting similar research on students of other school stages.

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