

## The Intellectual Competence among the Students at the Department of History in Diyala University

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### Abstract

The current thesis aims to identify the level of intellectual competence among students of the Department of History at the College of Education for Humanities at the University of Diyala according to the variable of gender (males - females). The research sample consisted of (250) male and female students from the Department of History at the College of Education for Humanities at the University of Diyala, (125) male and (125) female students, who are chosen by the stratified random sampling with equal distribution. They constitute (41%) of the research basic population, which is consisted of (612) male and female students. In order to achieve the objectives of the research, two scales were constructed: (Intellectual Competence scale) based on Chickering's theory (1969) and (Open-Mindedness Scale) based on Rokeach's theory (1960). The researcher verified the psychometric properties of the scale, whose items were analyzed logically and statistically, as the reliability coefficient of the scale was calculated by two methods (retesting) and it was respectively (0.814) and the (Cronbach's Alpha Formula) was respectively (0.805). As the validity of the scale was verified by indicators of face validity, construct validity, and extracting discriminatory power, for all scale items. The thesis reached the following results: Students of the Department of History at the College of Education for Humanities at the University of Diyala generally have a high level of intellectual competence.

**Key words:** Intellectual Competence

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### Research problem

The many changes in aspects of life have had a great impact on the segments of societies in general and on the youth in particular, especially the university students in the youth stage in particular, as the university stage is one of the most dangerous stages that affect the future life of students, because students at this stage are exposed to many problems and pressures Life and its attendant emergencies and

anxiety, which affect their professional and social future, and that is why this segment needs at this stage a high intellectual competence to ensure their adaptation to these changes (Abdul Latif, 2020: 59). Students with low intellectual competence often underestimate themselves and have negative thoughts and cognitive errors that affect the performance of their memory and thinking, and thus they cannot resist the

anxiety caused by the changes and pressures of daily life events, and they constantly look for psychological assistance (Tawfik, 2016: 2). They suffer from low self-confidence and have difficulty choosing appropriate solutions to any problem they face, and they tend to give up easily in their academic endeavors (Al-Alwan, 2001: 31). and consequently the low level of their academic achievement, (Al-Yousef, 2013:31) Based on the foregoing, the researcher prepared a questionnaire that he submitted to a number of faculty members in the Department of History at the College of Education for Human Sciences at the University of Diyala, which included a question: What? Do you notice a difficulty in the students' practice of intellectual competence? The faculty members reported that the students' intellectual competence appears very little. research importance Intellectual competence is seen as a refined mental process that works on both the development of the student and the progress of society. To employ it in adapting and improving his life conditions in its various fields. (Nawfal, 2008: 21) In view of the foregoing, intellectual competence is one of the important educational topics, and its importance stems from being one of the main goals that the educational-learning process seeks to achieve among learners, because intellectual competence is a topic that directly affects the lives of individuals and societies, because it is a mental process that is linked to a set of information related to the circumstances surrounding the individual. And his past experiences on the

one hand, and the information he has about the problem on the other hand, and intellectual competence is also concerned with helping students to adapt to the current conditions. (Al-Zaghoul, 2010: 287) We must highlight the consensus of educators and specialists on the need to develop intellectual competence among all segments of society, and in all age stages, especially among university students, to build a thinking generation, taking into account that intellectual competence does not grow automatically because it is an ability that is formed by practice and develops in a progressive and progressive manner. And it needs direction to reach its highest levels, and this is confirmed by Chickering's, who believes that the efficiency of thinking can be taught and stressed that some view the efficiency of thinking as making things more difficult and complicated because it is an attempt to see things in a clearer and better way, and the truth is that intellectual competence simplifies things and does not It complicates it and we should look at it as a simple process. (Al-Atoum, 2010: 204) Perhaps one of the most important educational goals of universities is to develop intellectual competence, because it does not focus on knowledge only, but rather to improve intellectual skills so that the student can manage his own existence and learn how to learn, and that the role of a faculty member is to teach students these skills and thus develop their competence until they become internal intellectual skills Effective as a tool for solving problems (Bloom, 1956: 174). It should be noted in

this regard that intellectual competence has a positive role in the students' superiority and academic progress inside and outside educational institutions, because their performance of educational tasks, academic tests and life situations during and after the study is considered the products of their thinking according to which the extent of their success or failure is determined. (Razuqi and Muhammad, 2019: 135) We would like to emphasize here that intellectual competence is one of the most important factors that directly affect the academic achievement of various subjects, because students who have a high intellectual competence are easily involved in the academic community and their level of academic achievement is good, unlike students who have a low sense of intellectual competence, as they are exposed. Therefore, teaching thinking is a systematic way to formulate human thought and make it work comprehensively, purposefully and based on mental standards, because teaching thinking is a logical method characterized by being a skill that makes the student aware of the nature of The system is comprehensive, complete and high quality. (AlJadiry, 2012: 36).

From the foregoing, the importance of the research is evident in the following: 1. The importance of intellectual competence, as it is one of the important dimensions of the human personality, as it represents the students' skill in overcoming the difficult problems they face. 2. The importance of university students as the mainstay in progress, development and production, and

they are the builders of the present and the future. Third: Research objectives. The current research aims to know: 1- The level of intellectual competence among students of the History Department at the College of Education for Human Sciences at the University of Diyala according to the gender variable (males - females). Fourth: The limits of the search The current search is limited to: 1. Spatial boundaries: History Department, College of Education for Human Sciences, Diyala University 2. Time limits: the academic year (2021-2022) 3. Human limits: Students of the History Department at the College of Education for Human Sciences at the University of Diyala for the academic year (2021-2022) for the initial stage, morning study. 4. Objective limits: a measure of intellectual competence, Fifth: Define terminology 1- Intellectual competence, defined by both Chickering: (Chickering: 1969) The individual's sense of self-confidence in relation to intellectual skills and interpersonal skill. chickering: 1969, 64)) Cameron (Cameron: 1994) Judgments and expectations of the individual that he is able to perform behavior that achieves desirable results in any given situation. The researcher adopted a definition (1969, Chickering) not because he relied on the theoretical framework of Chickering's theory in constructing a measure of intellectual competence. Glazer A person's ability to effectively solve a problem situation based on a specially constructed knowledge base that can be obtained from intellectual processes (Glazer 2009:64:). procedural definition: It is the

total score obtained by the students of the History Department at the College of Soil for Human Sciences at the University of Diyala for the initial stage of the morning study on the items of the intellectual competence scale built by the researcher for this purpose.

Theoretical framework and previous studies  
First, intellectual competence Intellectual competence is seen as an abstract concept, as it is a type of institutional knowledge that includes conceptual and semantic capabilities and cognitive and personal components of intellectual activity. Relevant and which are not, and consequently the ability to decide and choose one thing and not prefer another ( 480, 2015, sipovskaya)  
We can say that intellectual competence is a structure that consists of several components, including motivational values, cognitive values, cognitive values, and components of self-education, which help to understand and determine levels of high and low level intellectual competence, and high intellectual competence contributes to the formation of creativity in solving Intellectual problems, and therefore the individual with average intellectual competence has the ability to understand and know the importance of intellectual problems, while the individual with low intellectual competence faces difficulty in understanding and knowing the importance and benefit of solving intellectual problems, as he faces difficulties in solving problems that require him mental activity. Intellectual competence is defined as the individual's judgments and expectations by which he can

perform behavior that achieves the desired positive results in any situation he passes. They are better at what they can do and what they cannot do, and it is better that they do not overestimate themselves, because when they do so, it will lead them to spend more effort in activities that will enable them to develop new activities and skills. They have the motivation to go back and correct their misunderstanding in the field (Shcherbakova, 2017:15) The importance of developing students' intellectual competence  
Many educational literature, especially in recent years, emphasized the necessity of developing intellectual competence and evaluating students in its light as an educational product. It is done through training and educational programs, and therefore this leads to achieving independent learning and solving problems effectively and actively for students, and educators refer to a number of methods for teaching intellectual competence, the most important of which are the following: 1- Introducing philosophical topics into the school curricula, as the students are preoccupied with philosophical dialogues and issues that enhance discussion and dialogue among themselves, because they have turned into a society that knows and understands facts, and as a result, the appropriate context for generating intellectual competence. 2- Providing the curricula with abstract structures through the knowledge content, so that it is an important step for teaching intellectual competence. High marks are given to students whose answers are supported and justified by explanations that

contain deep thinking (intellectual competence) compared to students who abandoned clarification, explanation and analysis in their answers. 3- Designing educational activities that enhance the performance of students in different academic levels by finding solutions to the problems they face, as this generates educational opportunities to develop intellectual competence. (Al-Atoum, et al., 2009, 219) The main components affecting intellectual efficiency There are several components that affect intellectual efficiency, the most important of which are the following: 1- Knowledge: It is the knowledge of facts and principles that are gained from years of experience, as the knowledge base and its sharing with others is important for individual success and the success of organizations. 2- Skill: skill or dexterity, which is necessary and important for mental processes that are acquired through specialized training, and the implementation of skills usually leads to success in performance. 3- Preparedness: It is the ability to perform work that requires physical and mental effort, which is often related to the profession. 4- Individual traits: They are traits or qualities of an individual that reflect his or her individual experiences. (Saxcna, 2017:71) Theories that explain intellectual competence First: The theory of Chickering (Chickering's 1969) Chering's theory focuses mainly on the development of identity through seven vectors of development that contribute to the development of identity, and these vectors can be considered as a series of stages or

tasks that deal with feeling, thinking, believing and communicating with others, as individuals can progress through these Vectors at different rates, and these vectors tend to interact with each other, and this can cause a re-evaluation of problems associated with vectors that have already been worked on, and although these vectors depend on each other, they do not follow a strict sequential order, as they are learned Individuals work stably and without intellectual complexity (checkerin1969:13) Checkering believes that intellectual competence is one of the distinguishing features of an individual's personality in his actions and orientations, and it is evidence of the individual's enjoyment of self-confidence, strength and stability in solving problems by searching for the relationship between cause and effect and proposing various alternatives. Intellectual competence indicates a balance between all ideas for different situations, which achieves a kind of balance between those ideas and work to solve situations in the best possible way. His personal thinking and self-management in a way that is independent of the surrounding reality, that is, in a way that ensures that he gets out of situations and problems. Checkering believes that intellectual competence contributes to the expansion of the individual's perceptions of thought when taking important, influential capabilities through the use of:

A- mental competence: The concept of mental competence refers to the careful examination of expectations and continuous thinking based on the individual's reliance

on his experiences, valuing important matters in the context and identifying new aspects of it that work on the foresight and job performance of the individual in his social interactions. It also means the ability to understand, analyze, interpret and accept new ideas. , since individuals form their opinions based on the first impression and stick to these opinions until the appearance of the opposite evidence, the individual with mental competence depends on the available tools to improve his ability to understand. Mental competence is related to openness to life, which means the individual's desire to try any technology related to new information, and at a time when individuals are conscious to explore and experiment in the field of information technology, they also know how their actions can lead to dire consequence.

B - Manual competence - (Skill) Manual competence (skill) involves motor achievement in acquiring strength, fitness, flexibility, self-awareness and creating competition, as it includes the use of the individual's body as a healthy, high-performance means, self-expression and creativity, and the individual can develop this competence through sports, recreational and training activities. The characteristics of skill competency according to Checkering theory can be summarized as follows: It is a form of organizing intellectual knowledge that enables the individual to invest in the scientific progress witnessed by the various life practitioners. - Skillful intellectual competence provides the individual with

information and methods that enable him to be independent, self-sufficient, and self-directed so that he can manage his affairs. It helps to improve the individual's abilities and energies to achieve the best performance.

C- interpersonal competence The concept of interpersonal competence refers to the individual's ability to express, verbally and nonverbally, his feelings, opinions, and thoughts to others, and at the same time pay attention and interpret verbal and nonverbal messages issued by them and realize them in a way that contributes to directing his verbal and nonverbal behavior in a way that helps him achieve his goals. Interpersonal competency includes the multi-dimensional structure, which is represented by positive relationships with others, accuracy, the ability to take initiative, listen and interact with others, resolve conflicts between colleagues, accept colleagues, and help them, effective social skills and the absence of inconsistent behaviors, as well as the individual's sense of comfort in situations with others and his willingness To make an effort to achieve satisfaction in his relationship with them, integrate with them, feel confident about social behavior, and achieve a continuous balance between the individual and the social environment to satisfy personal needs.

Second: William Gordin's theory (1983: wilyam gurdin) William Gordon believes that intellectual competence is a concept that must be developed, as he is one of the most prominent who contributed to the

development of this concept, as he described it as a purposeful mental activity faced by a strong desire to search for solutions to problems and to reach original outcomes that did not reflect previous knowledge and characterized by comprehensiveness and complexity because it includes elements Cognitive, emotional and moral overlapping greatly, it describes intellectual competence as a complex mental skill and one of its most important components is intelligent behavior in information processing. The individual is effectively in the face of the requirements of thinking (Bilqis and Maree, 1983: 39). Gordon believes that talking about intellectual competence means talking about the ability of effective groups to include originality, intellectual flexibility and fluency, and this is what calls for the search for the most important ingredients to consolidate the parameters of intellectual competence, and this is what Jordan's analyzes indicated, as he touched on the way in which it is possible to know and control irrational manifestations. In awareness by inventing the method of mental cooperation to solve problems, which led to the development of the contemporary concept of creativity and figurative activity, as Jordan dealt with intellectual competence and creativity as one of the higher mental processes, because information requires the use of many skills that can be employed in the development of a product, As writing a structural topic or making a decision, intellectual competence and creativity are not two separate processes, but rather they are a description of the way in which mental

operations are carried out (Al-Zahir, 2009, 86). Second: Undergraduate level: Universities are one of the starting points that help students reach the goals they seek to achieve, because colleges, especially colleges of education, have their weight and weight in serving the community and developing its environment. . (Arab, 2011:22). University students represent the basic and first base in the process of change, and contribute to the events of transformations and civilizational developments, as they are considered among the important segments of society and most affected by the current conditions, and the segment is aware of the risks arising from various conditions and dangers and bears them in a manner that ensures them to preserve their mental abilities that they seek to develop. Through acquiring knowledge, accepting contradictory ideas and interacting with others in order for them to reach the leadership of society and contribute to solving problems in a positive way (Taima, 2004, 110).

### Previous Studies

A- Studies that dealt with intellectual competence Tawfiq Study (2016) (Meta-knowledge and its relationship to intellectual competence and causal attribution for achievement among students of the Faculty of Education at Assiut University) The study was conducted in Egypt and aimed to identify the relationship between metacognition, intellectual competence and causal attribution for achievement among students of the Faculty of Education. The study tool consisted of the intellectual

efficiency expectations scale, the causal attribution scale, and the metacognition scale (all prepared by the researcher), as each scale consisted of (36) items, using arithmetic averages, standard deviation, and t-test for two independent samples. The results revealed a correlational relationship. Positive between metacognition and expectations of intellectual competence, between metacognition and causal attribution for achievement, and between expectations of intellectual competence and causation of achievement. (Tawfik, 2016) Ali Study (2018)

(Personal intelligence and its relationship to intellectual competence among university students) The study was conducted in Iraq and aimed to identify the level of intellectual competence among Diyala University students and the correlation between personal intelligence and intellectual competence among Diyala University students, as well as knowing the correlation between personal intelligence and their intellectual competence according to the variable of gender (male - female) and specialization (scientific - human). ), and the extent to which personal intelligence contributes to intellectual competence according to the variable of gender and specialization, the study sample amounted to (400) male and female students from Diyala University and for the morning preliminary study for the academic year (2017-2018 AD), according to specialization (scientific - human), the two research tools consisted of the personal intelligence test The intellectual

competence scale built by the researcher based on the theory of (chichering 1969), and by using the t-test, Pearson's correlation coefficient, Z-Test, Cronbach's alpha coefficient and regression analysis as statistical means, the results showed a statistically significant relationship between personal intelligence and intellectual competence according to the variables of gender (male - female) and specialization (scientific - human). It was statistically significant, and the results also showed that there were no statistically significant differences between personal intelligence and intellectual competence according to the gender variable (males - females). Also, the personal intelligence variable contributes to the intellectual competence variable. (Ali, 2018)

### **Research Methodology and Procedures**

First, the research method: In order to achieve the objectives of the research, the researcher adopted the descriptive relational research method, and the descriptive research method is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting data and codified information about it, classifying it and subjecting it to careful study and then expressing it in a digital form (Melhem,, 2010: 374).

Second, the research community The research community means a group of individuals, objects, degrees or data that the researcher wishes to study (Al-Nuaimi,

2014: 62). The current research community consists of students from the History Department at the College of Education for Human Sciences at the University of Diyala, the government's morning preliminary studies for the academic year 2021-2022, numbering (612) male and female students, distributed by gender (males - females) and the first, second, third and fourth grades, (248) male students (40%) and (364) female students (60%) of the research community.

Third: The research sample: The research sample was chosen by the stratified random method with equal distribution according to gender, at a rate of (250) male and female students, at a rate of (41%) of the research community, equally distributed according to gender, with (125) male and 125 female students, from the students of the History Department in the College of Education Primary at Diyala University

Fourth: the research tool/intellectual competence measure To measure intellectual efficiency, this requires the availability of a tool that measures this variable, so the researcher worked on building a measure of intellectual efficiency after defining the areas of the measure, and defining each field. 7) Negative paragraphs after defining and defining the fields, using the theoretical framework and previous studies related to the topic. The paragraphs were distributed on the areas of the scale as follows:

1- (20) paragraphs for the first field (mental competence).

2- (20) paragraphs for the second field (manual skill competency).

3- (20) paragraphs for the third field (interpersonal competence) in its initial form and based on the theory of intellectual competence by Chicheringl (1969).

### **Prepare Scale Instructions:**

The scale's instructions mean necessary and important instructions to guide students and guide them in performing the test, and these instructions and directives contribute to facilitating the recording of students' answers to the paragraphs in a way that fully reflects the real capabilities of the learner (Melhem, 2006: 341). Based on the foregoing, the researcher formulated the scale instructions as follows:

A- Answer instructions: In order for the scale to give good results, it is necessary to prepare clear wording instructions for the scale, by specifying what is required of the examinees in a clear and specific way. Paragraphs of the intellectual competence scale in a clear and precise manner, as follows:

1- Not to mention the name and the form is used for scientific research purposes only.

2- Not to leave any paragraph unanswered.

3- The answer is strictly confidential.

4- The need to answer honestly and accurately.

5- There are no right or wrong answers, and any answer is correct as long as you express your opinion. 6- Put a tick ( ) under one of the alternatives in front of each paragraph, which expresses your reality and how you feel. The researcher also took into account the concealment of the true purpose of the

scale (not writing the name of the scale) in order to obtain honest and stable answers, knowing that the total number of paragraphs is (60) and the time allotted to answer the scale is (14) minutes, and the total score of the scale is (300).

### **B- Correction Instructions**

Correct the scale based on giving weights ranging from (5-1) to response alternatives, respectively (Applies to me to a very large extent, applies to me to a large extent, applies to me to a moderate degree, applies to me to a small degree, applies to me to a very small degree), for the positive items and giving weights ranging from (1-5) to the response alternatives and, respectively, to the negative items. The five-point scale is based on the gradation that was used in similar scales and according to the opinions of experts and specialists, noting that the highest score on the scale is 247 and the lowest score is (133).

### **Logical analysis of the scale (presenting the tool to the arbitrators)**

In order to verify the conformity of the paragraphs with the characteristic that was prepared to be measured, the researcher presented the intellectual competence scale to the number of experts and specialists in history, teaching methods, measurement, evaluation, and general psychology, who numbered (30) to express their opinions and suggestions about the validity of each paragraph of the scale or not, and to modify some of them.

### **Experiment with Clarity of Paragraphs and Instructions (Exploratory Application)**

To achieve this goal, the test was applied to a sample of (50) male and female students from the Department of History at the College of Education for Human Sciences at the University of Diyala, which was chosen by the stratified random method with equal distribution according to the gender variables (male - female), and the result of this experiment was that the items of the scale And his instructions were clear and understandable to all members of the sample, and after completing the answer of all the students, the researcher found that the paragraphs of the scale, its alternatives, and its instructions were clear, as no one inquired about them, and the average time taken by the paragraphs was (14) minutes.

Statistical analysis of the scale items Statistical analysis means an organized systematic process that begins with data collection, followed by a classification and tabulation process, and then an analysis through a set of equations termed by statistic experts, and in the end the results are presented in an abbreviated form, using tables and graphs., (1970:64: Cronbach & Gleser,). Below is an explanation of how it is calculated.

The discriminatory power of the items of the intellectual competence scale

### **A- The method of the two extreme groups**

The researcher extracted the discriminatory power by the method of the two extreme groups of the paragraphs of the intellectual competence scale, as the researcher worked

on correcting the forms of the sample members of (250) forms, and giving a total score to each of them, the degrees were arranged in descending order from the highest degree to the lowest degree, and then a cut-off score was set (27%) of the individuals with the highest scores were called the (highest group) and (27%) of the individuals with the lowest scores were called the (lowest group), as the adoption of a percentage of (27%) higher and lower provides us with two groups as best as possible. of size and differentiation (MR, 642,6006).

According to this ratio, the number of individuals in each group was (68) individuals, that is, the number of forms that were subjected to statistical analysis (136) forms, then the researcher applied the t-test for two independent samples equal in number to test the significance of the differences between the scores of the upper group and the lower group On each item of the scale, the calculated T-value was considered an indicator to distinguish each item by balancing it with the tabular T-value of (1.96) at a significance level (0.05) and a degree of freedom (134).

B- The relationship of the paragraph degree to the total degree of the scale (internal consistency) The Pearson correlation coefficient (person) was used to find the correlation between the scores of each item of the scale with its total score, and one of the advantages of this method is that it provides a homogeneous scale in its clauses, as the higher the correlation coefficient of

the item with the total score, the greater the probability of its inclusion in the scale. (Anastasia, 1988 : 210) After the statistical analysis of the responses of the sample of (250) male and female students, it became clear that all the paragraphs are significant (honest) at a significance level of (0,05) and a degree of freedom (248) with the exception of paragraphs (7, 45, 55, 60).

C- The relationship of the paragraph's degree with the degree of the field to which it belongs: The researcher calculated the validity of the paragraphs by extracting the correlation between the degree of the paragraph and the degree of the domain to which it belongs, and accordingly, the correlation coefficient of the degree of each paragraph and the total degree of the domain to which it belongs was calculated, because the correlation coefficient calculated in this way represents the validity coefficient (Anastasia, 1988: 210). ) . Through the statistical analysis of the paragraphs, it was found that all the paragraphs are statistically significant at the level of significance (0.05) and the degree of freedom (248). Which indicates that each paragraph of the scale is honest in measuring what was prepared.

D-Internal Correlation Matrix For the purpose of verifying the domains of the scale, the researcher calculated the internal correlations between the degree of each domain in the total score of the scale, using the Pearson correlation coefficient, and all correlation coefficients were significant at the level of significance (0.05).

### **Standard psychometric properties of the scale**

Most specialists in educational and psychological measurement indicate that the psychometric properties of the scale's items are of great importance in determining its ability to measure what was actually set to be measured, and among these characteristics (honesty and stability), which depend to a large extent on the characteristics of the items of that scale. (Abdul Rahman, 1998: 160) The researcher will present a mechanism for extracting the psychometric properties of the intellectual competence scale, as follows:

First: the size is accurate Honesty is one of the most important standard psychometric characteristics that must be available in psychological educational measures, because it indicates whether the scale measures what it was originally designed to measure, that is, it is a scale that gives a degree that is a reflection or representation of the individual's ability (Rabee, 2009: 113). Extracting two types of honesty for the paragraphs of the intellectual competence scale, and the following is a full explanation of these two types:

#### **Apparent honesty: (Face Validity):**

The researcher presented the scale to a group of experts in the field of history, methods of its teaching, measurement, evaluation and general psychology to ensure the validity of the instructions and the paragraphs and their suitability for measuring what they were prepared to measure. All of them have an agreement

percentage (80%) or more than the arbitrators' approval.

A- Construct Validity: The validity of the concept is a characteristic or characteristic that cannot be directly observed, but can be inferred from the adopted theory (Al-Manzel and Al-Atoum, 2010, 156).

2. Scale stability (internal consistency): Stability is one of the important and necessary characteristics that should be verified in educational and psychological tests, because calculating stability gives an indication of the test's accuracy and homogeneity in measuring the studied characteristic (Zeller: 1997: 77). Alpha Cronbach)

A- The method of retesting (stillness or stability) The researcher applied the intellectual competence measure to a sample of (50) male and female students from the History Department at the College of Education for Human Sciences at the University of Diyala, at the rate of (25) male and (25) female students, then the researcher repeated the application two weeks after the first application on the same sample and under the same conditions. Approximately, and by using the Pearson correlation coefficient, the correlation coefficient between the first and second applications reached (0.81) and this same value is considered the stability coefficient and it is an acceptable value, as it is a good stability coefficient, and this indicates a degree of stability in the answers of individuals over time ( Al-Rashidi, 2000: 70).

2- Cronbach Alpha Formula To extract stability in this way, the same sample referred to in the method of retesting (50) male and female students was adopted, and the researcher used the (Alpha-Cronbach) equation for the internal consistency. The extent of internal consistency of the scale items (Allam, 2000: 166).

The ultimate application for the search tool.

1- The researcher applied the measure of (intellectual competence) to the basic research sample of (250) male and female students from the Department of History in the College of Education for Human Sciences at the University of Diyala.

2- The researcher explained the scale's instructions before applying it, the aim of the research and the benefit of applying the scale to the research sample, and that the researcher's success in his task depends on the accuracy and seriousness, and in answering all the paragraphs of the scale.

3- The researcher presented the scale form and the instructions attached with it to the research sample in the classrooms.

4- The researcher collected the scale forms in succession from the research sample directly, and made sure that they had answered all the paragraphs

### **Presentation and interpretation of results**

This chapter includes a presentation of the results of the current research according to its objectives, their interpretation and discussion in the light of the theoretical framework and previous studies, and it will

be presented as follows: The aim of the study: (to know the level of intellectual competence among the students of the History Department at the College of Education for Human Sciences at the University of Diyala according to the gender variable (males - females).

To achieve this goal, the arithmetic mean of the degrees of the research sample as a whole was extracted on the intellectual efficiency scale of (048,190) degrees and a standard deviation of (704, 21) degrees, while the hypothetical average of the scale was (168) degrees, and to find out the significance of the statistical differences between the arithmetic mean And the hypothetical average, the T-test was used for one sample, and the results of the test showed that the calculated T-value (062, 16) is greater than the tabular T-value of (960,1) at a significance level (0.5) and a borderline degree (249). This indicates that the students of the History Department at the College of Basic Education at the University of Diyala generally have a high level of intellectual competence. Table (1) The results of the T-test for one sample to know the level of intellectual proficiency among students of the history department.

Judgm ent	Significa nce level	T value		Hypoth esis mean	Standa rd deviati on	Arithm etic mean	Num ber	Categ ory
		tabul ar	calcula ted					
A functio n in favor of the sample mean	<b>0,05</b>	<b>1,960</b>	<b>16,062</b>	<b>168</b>	<b>21,704</b>	<b>190,048</b>	<b>250</b>	<b>All sampl e</b>
A functio n in favor of the sample mean	<b>0,05</b>	<b>1,960</b>	<b>11,858</b>		<b>20,901</b>	<b>190,168</b>	<b>125</b>	<b>males</b>
A functio n in favor of the sample mean	<b>0,05</b>	<b>1,960</b>	<b>10,866</b>		<b>22,562</b>	<b>189,928</b>	<b>125</b>	<b>femal es</b>

The researcher returns this result to the fact that intellectual competence is one of the important dimensions in the personality of university students because it has a significant impact on their thinking, behavior patterns and behaviour. And his potential, resulting from intellectual competence, has a great role in controlling the environment, which contributes to increasing the ability to achieve and successful performance, and this is

confirmed by the theory of chicering, which sees that intellectual competence is one of the distinguishing features of the student's personality that appears in his actions and orientations, and it is a guide On the enjoyment of the student's personality with self-confidence, strength and stability in solving problems by searching for the relationship between cause and effect, and proposing different alternatives, as well as feeling the stability of identity as the

primary task of the university student, and according to the theory, students who have intellectual competence are distinguished by their reaching the stage of total dependence on The self represented in building many skills that help them in decision-making and that increase the acquisition of experiences that support direct information and It is not direct, and thus works to raise the student's ability to confront events and take positions about them (Chechering, 1969)). This result is consistent with the results of the study (Ali, 2018).

### **Conclusions, recommendations, suggestions**

#### **First: the conclusions**

1- The focus of the students of the history department on the skills they possess and their ability to make judgments helped them increase their ability to think and analyze and thus led to raising the level of their intellectual competence.

2- The students' adaptation of the history department to the university environment and the use of modern teaching methods and educational activities from their professors raised the level of their enthusiasm and desire for education, and consequently they became able to achieve and succeed in performance, and this led to raising the level of their academic achievement.

#### **Second: Recommendations**

1- Curriculum developers take into account the subject of intellectual competence by including it in the curricula at the university level.

2- Designing programs designed specifically to develop and develop the intellectual competence of university students to improve their creativity and scientific development.

#### **Third: Suggestions**

In order to complement the relevant aspects of this research, the researcher suggests conducting similar studies to the current study that deal with the following:

1- Knowing the level of intellectual proficiency among students of other academic stages, such as the intermediate and preparatory stages.

2- Conducting research and other studies based on the study of intellectual competence and its relationship to other educational variables such as teaching methods and teaching methods.

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