Anger and its relationship to academic introversion conducted by a sample of university students

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ABSTRACT
The aim of the current research is to identify the relationship between anger and academic introversion among university students. The researchers used the descriptive and exploratory approach to achieve the objectives of the research. The research community consisted of four colleges at the University of Diyala for the academic year (2020-2021), two of them scientific and two humanitarians, with a total of (6704) Male and female, the two researchers withdrew (100) male and female students from them. The researchers also used the Hamza scales (2012) to measure anger, as well as the Eisenk scale (1964) to measure introversion. The results of the research showed that university students suffer from a state of high anger, and males differ from females in it. That males are angrier, as the results showed among university students of high introversion, and females are distinguished from males by being more introverted than males, and there is also a direct correlation between anger and the level of academic introversion among university students.

Keywords: academic introversion, University of Diyala

Research problem
The emotions of individuals in adolescence are characterized by a kind of recklessness that may not be commensurate with the real situation, as well as the degree of control of anger, its extent and how to control it. (Konishi, Hymel, 2014: 672) Anger is an innate force that exists in all human beings, but what is characterized by it is the power that controls it and classifies it in a harmless way or in a manner consistent with the situation that formed it, and with different stressful situations the intensity varies and its results are affected by the methods used by the individual to express his feelings. His anger, which some people resort to withdrawing and withdrawing from most individuals as a way to express a mechanism that deals with anger (Williams and Barlow, 2007: 3) This is what the researchers noticed in light of the rapid development in the modern technological field, as well as the stressful events that accompanied the outbreak of the Corona pandemic, and what This pandemic was imposed by measures that represented a great psychological pressure on most individuals in Iraqi society in general and those in the youth stage, especially as they are the most active, movement and desire for personal and psychological communication with each other and the opposite sex, and as is evident in the characteristics of this developmental stage for them, and therefore they were born with restrictions limit the practice of their developmental behaviors that correspond to their age. Therefore, some problems appeared that began to appear clearly in our current society in general and university students in particular, represented by the behavior of anger generated by pressure and stone and distance from social communication among themselves, as well as introversion away from society and their isolation from it, and this is what the researchers noticed in light of his daily dealings with a sample of students The university, so the researchers identified his problem in the current research by identifying these two cases that are expected to be exacerbated by the current situation among university students. So, the researchers identified his problem in the current research by identifying these two cases, which are expected to be exacerbated by the current situation among university students.
Research importance
The issue of anger aroused the interest of many specialists in the fields of psychology. Lowth, 2015 The issue of anger appears to have a special and critical importance in the lives of individuals, especially those in adolescence. Adolescence is the special period in which biological, mental and social change takes priority, and acute anger is one of the most important risks of that stage, in which the form of expression of different feelings. It is characterized by strength, violence and speed, in addition to the lack of experience in dealing with situations that provoke anger and sometimes the large number of conflicts and challenges that the individual faces in adolescence or youth in general (Ahmed, 2013: 10) and Konichi and Heimel (2014) indicate that the adolescent gets angry when he feels disrespected and insulted by others, as well as when it is an obstacle that prevents him from satisfying his desires, and as a result of imitating people greater than him, he sees them as examples of the image of a strong man, in order to reach the point of recognition of power by others and his independent being. Cumbersome (Irsheed, 2017: 371).

Research aims
The current research aims to identify:
1. The level of anger among university students.
2. Recognizing the differences in the level of anger according to the gender variable (males – female).
3. The level of introversion among university students.
4. Recognizing the differences in the level of introversion according to the gender variable (males – female).
5. Identifying the relationship between anger and academic introversion among university students.

Search limits
The current research is limited to students of Diyala University morning study for the academic year 2020-2021.

Define terms:
First: anger
2. Spielberger (1967) defined it as “a state of emotional agitation that is accompanied by physiological changes of varying symptoms” (Ahmed, 2010: 82).
3. Hans Toch (1950) defined it as “an emotional state characterized by high activity of the sympathetic nervous system and a feeling of dissatisfaction caused by an imaginary or real error” (Davidoff, 1980: 506).

Anger is defined procedurally as “the total degree that the student obtains on the scale of anger.”

Second: introversion
1. Freud (1913) defined it as "the withdrawal of libido that leads to the employment of internal psychological formations of an imaginary character."
2. Young (1919) defined it as “the struggles of the infantile spirit, it is the separation of the libido from its external objects and its withdrawal to the inner world” (Muhammad, 1996: 39-43)
3. Hassan and Sharaf (2014) defined it as “the isolation of the individual from those around him, not joining them or participating in any group activity, and staying most of the time alone” (Hassan, Sharaf, 2014: 274).

The researchers define introversion procedurally as “the total score that the student obtains on the scale of introverted personality.”

Theoretical framework
First: anger
The concept of emotion is a very broad and large concept, due to its comprehensiveness and its capacity for all emotional states and their various forms of love, hate, anger, anxiety, etc... The emotional aspect cannot be isolated from our personalities, as it is what complements their growth with the mental and physical aspects, as it contributes to personal growth, and therefore the emotion of anger is part From that
side that complements our personalities, life without the emotion of anger is not a personal integration for any individual (Bernard, 2003: 124) The emotion of anger is one of the most important emotions of an innate formation that many types of living beings possess, not only humans, as he is born with the living being whose mission is to preserve life and defend the living being (Hussain, 2007: A). And if you ask anyone about anger or whether he has experienced severe or simple cases, he will certainly answer yes, and the physiological and mental changes accompanying these cases affect his responses in general (Ibrahim, 2010: 111).

Anger concept
Williams and Ballou (2007) define anger as an emotion charged with hatred, revenge and the desire for aggression, and Godon (2006) defines it as an unpleasant emotion that afflicts a person, arising from a state of tension and agitation, accompanied by physical, cognitive, emotional changes and a lack of self-control, as defined by Werter and Beg (1999) Anger is an internal emotion that arises from frustration and remains internally or externally It turns into an external behavior and then aggression arises, and there are two components of anger: anger as a state, which is in the form of psychological and biological emotions that change in size from moderate to severe anger over time through the individual’s awareness of frustration resulting from an obstacle to goal-oriented behavior, and the other element, which is anger as a characteristic Here, he refers to the individual differences in the perception and interpretation of the situation, and the emotional turmoil needed for it. Are they frustrating and annoying? And the individual responds to it with a greater degree of anger as a state, or is it a natural state that does not exist at all with emotional expression or emotional agitation? Al-Akkad (2001) points out that the events or the situation in themselves are not the cause of the feeling of anger, but how the individual perceives these events and interprets them is what creates the anger (Irsheed, 2017: 369).

Individuals differ in the ways they express and respond to anger, some of them deny anger and suppress it, which leads to depression and psycho-physical diseases, and it may be in the form of withdrawal, flight and isolation from others, and some of them may blame themselves or others or through the explosion and the use of violence and directing the accompanying intense pain. To harm others (Yusuf, 1987: 236).

Distinguished (Namka, 2006) between two types of anger:
1. Healthy anger: It is a logical and acceptable emotional reaction to the physical harm and mistreatment to which the individual is exposed, through which he tries to protect himself, and this is a typical response to a situation that requires anger without exaggerating the angry act.
2. Unhealthy anger: It is the anger resulting from irrational thoughts and negative feelings, which is based on unacceptable reasons to justify anger, and this type requires high self-awareness to control and control it, and its symptoms appear in a high physical manner and negative effects on behavioral components, as well as the individual’s relationship with others (Al-Sharif, 2014: 58).

Triggers of Anger (Theoretical Explanations of Anger)
There are many explanations for the behavior of anger. Alice sees (Ellis, 1962) that the individual may adopt general irrational ideas and wrong ways of thinking such as must and should, must, all of which lead to emotional disturbances when the nature of these words changes, and the individual may adopt wrong irrational thoughts associated with anger, and as a result the individual becomes restless, and more A feeling of inferiority and helplessness, and when anger increases, its effect extends to other areas than it appeared in, which leads to a psychological mismatch with others. He loses control over directing full attention to the situation that really requires anger from others, and he cannot control his emotions, and he cannot confront and solve his problems, but rather increase the problem with other problems as a result of anger. Alice presented a model (A, B, C) which sees A is the situation or event and C is the behavior produced in response to the situation or event and B is the thought that accompanied the interpretation of the situation. It mediates the two parties between the situation and the response, so that A is not the reason for the occurrence of C, but rather that B is what created a mental state that provided the necessary pattern for the response, (2017: 370).

As the existential school sees that anger arises from living without meaning, this theory is concerned with the existence of a goal in life that the individual seeks to achieve, and bears difficulties for it. In the event that the individual lives without a goal that he seeks to achieve, this situation is subject to feelings of anger, guilt, and self-blame, as well as the failure to find what he deserves of a goal to strive for. (Al-

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The biological theory also explains anger as a biological, organic origin that is acquired by genetics, as a result of a specific hormonal imbalance in the adrenal gland that secretes adrenaline, while the cognitive theory considers that the cause of anger is a mental origin due to irrational thoughts, false beliefs and illogical interpretation of events, which is a cause of anger disorder that causes anger. It is felt by the individual, not the event. It is the individual’s way of thinking and his interpretation of the situation he is exposed to that generates the motive behind anger (Wareikut, 2010: 35).

As for the behavioral theory, anger is seen as a learned behavior in different ways, and conditional processes where these behaviors are reinforced and then anger is generalized to similar and similar situations, to obtain the same reinforcements or relief that anger brings in the original situation, while the analytical theory sees anger as the most important manifestation of the aggressive instinct of a person needs anger to satisfy his desires and vent his unconscious repressions (Al-Sharif, 2014: 60).

Anger may arise due to a health deviation, such as general ill health, or a disorder in the nervous system, which causes rapid emotional agitation, as well as anger may arise from psychological causes, emanating from psychological stress or psychological pressure, or a feeling of depreciation and emotional provocation, as it may be the origin. Anger has a socio-cultural origin, i.e. it is caused by cultural factors that create a state of personality perfection through anger, just as anger is an important instinct that inflames the spirit of fervor and redemption for the sake of his lofty goals and ideals, such as defending faith and preserving lives, money and dignity. From this instinct, man has become subject to humiliation, enslavement and derogation, and is considered praiseworthy as long as it is within logical, social and religious expressions, and outside these frameworks, his character is considered reprehensible, when a person exaggerates his anger and expresses it (Ibrahim, 2010: 113).

**Sparks of anger**

Anger has negative effects and results, both at the level of human behavior (physical - mental - emotional) or social (the individual’s relationship with others), such as heart attacks, high blood pressure, general convulsions in various parts of the body, including its muscles, nervous tremors and other effects that do not carry consequences if the situation continued every time from anger, and mental cognitive effects appear as a result of anger represented in the loss of the ability to think, and memory is greatly affected by the emotion of anger, and many studies and experiments confirmed the low level of problem solving among those who suffer from tantrums continuously, as there are public personal effects represented in the lack of self-confidence, alienation of others from the angry person, his isolation, and the failure to participate in matters that require discussion and dialogue, as well as effects on the professional level of low productivity and dissatisfaction with life and self (Sulaiman, 2007: 126).

Grossman (2006) identified the manifestations of anger as follows:

1. A change in mood affects the individual as a whole, not a specific part of the body.
2. External changes appear through the change in the behavior of the individual.
3. Internal changes show their effects on the body, such as an increase in heart rate.
4. Anger has an expressive appearance that appears through the movement of the body and its readiness for aggression, such as a change in the tone of the voice.

(Al-Sharif, 2014: 60)

**Secondly, introversion**

Introverted or introverted, an idiomatic concept used by Yunck to denote the direction of attention inward and toward the self rather than toward the outside world and people. And things or the outside world, and introversion were classified as a mental illness that affects children so that the child has his own life far from the environment, which makes it difficult to communicate with others and interact with the environment. In a normal child, which is expressed in a speech or a behavioral reaction, introversion creates an atmosphere of unrest and unreal illusions and a confused world (Omar, 2010: 1).

And introverted It is a type of personality that is shaped by heredity and environment factors. The person who is characterized by this pattern is characterized by his reluctance from the outside world and living in his own world, fantasies, feelings and ideals. He is hesitant, shy, sensitive, and is characterized by a lack of activity and a lack of confidence in his surroundings. All his attention is focused on himself. His relationships with others are narrow and deep. And it is one of the important problems that began to focus on in light of the rapid change that accompanied technological development, so the search for biological...
characteristics began to search for people who have a predisposition to introversion, by observing the work of the brain and neural connections (Khalil, 2007: 29).

**Traits of an introverted person**
Introversion is an individual's unpleasant or painful experience that results in a lack of fulfillment of social needs and of intimacy and close association.
1. His desire for and appreciation of his thoughts, feelings and ideals.
2. Theoretical and ideal.
3. He reflects on thought and determination and hesitates to give a final judgment.
4. Not social.
5. His desires and desires are directed towards himself.
6. Lack of confidence in the people and things that surround him.

**One of the theories that dealt with the dimensions of introverted personality**
Yunk's theory
Swiss psychiatrist Jung tried (Jung) to classify human beings into two behavioral dimensions, the extrovert and the introverted, and the main characteristics of the two models are as follows:

a. Introvert: He is a person who tends to withdraw into himself in particular, when he is surprised by emotional conflicts and pressure in his environment. An introverted person is shy, avoids people and is comfortable with loneliness. Scientists and philosophers can be called introverts. (Hassan and Sharaf, 2014: 269).

**NS. Diastolic:** It is the opposite of the introverted model.
The scientist Yonk is the first to go into depth in this classification and studied it a real study. He referred at first in 1909 to introversion as a characteristic of the schizophrenic personality, and then returned in 1911, showing the relationship between the psychopath (Senia)Psychasthenia) which is a designation given to a group of mental illnesses such as delusional fears, obsessions, controlling thoughts and forced actions, and between schizophrenia, which is a functional disorder in the personality that appears in the form of symptoms that deal with all aspects of the personality such as the emotional, intellectual and behavioral aspect. Full of illusions and fantasies. In 1913, Yonk reached his famous division of extroversion and introversion, describing hysteria as the mental illness that an extrovert is exposed to, and sexatinaina as the mental illness of an introvert. (Nuseibeh, 2012: 14).

And Yunk says when we try to distinguish between extroverts and introverts, we will not be able to cover all the differences in their personalities that can be observed. The behavior of an introvert in a particular situation may differ from the behavior of another introvert in the same situation, and this applies to extroverts as well. (Al-Zamili, 2010: 8).

As Yonk sees, the life energy of the extrovert and introvert may appear in the form of irrational processes decided by chance and irrational fleeting observations. On this basis, Yunk divided logical operations into two parts as well: sensation and inspiration. Humans according to him are divided into four categories:

1. The category of thinkers.
2. The emotional category.
3. The sensitive category.
4. The category of inspiring people.

Each of these aspects is accompanied by characteristics that indicate introversion or extroversion. The individual may be introverted and prone to thinking, feeling, or feeling and being inspired. Accordingly, people are divided into the following types.

a. Thinking introverted style: its owner tends towards esoteric facts and formulates his opinions from imagination while he is far from what is going on around him of events, then he is stubborn, practical, shy, silent and absent-minded.

**NS. Affective introverted style:** The individual in this style is characterized by being captive of esoteric forces and subjective personal factors, as he is dominated by the nature of sadness and lives in a world of daydreams, and therefore the owner of this style tends to silence and isolation.

b. Sensory Introverted Style: The owner of this style is obsessed with emotional experiences and he interprets things from his own point of view and that he is then imaginative and believes in ghosts.

dr.. Introverted introverted style: The owner of this style dives into the subconscious and remains faithful
to his distant, dark experiences and everything that is strange and unusual. It is clear to us the difficulty in classifying individuals into specific, limited and self-contained categories. This is because individuals may share more than one type of personality formation (Hassan and Sharaf, 20014: 29).

Factors and causes of introversion
This type of complex behavior cannot be attributed to a specific factor, but most often its methods are formed and formulated by the combination of several main factors in itself and in its psychological and social environment, the most important of which are:

1. A physical deficiency that deals with the structure or function of a member of the body and may be related to its outward appearance, size, and external appearance, such as lameness, lameness, extreme shortness, excessive obesity, or any apparent distortion felt by the individual or attributed to him by others, even if that is an illusion.

2. Factors related to the mental aspect, especially their effects in the school field, and this aspect, whatever its causes, exposes the introvert to severe cases, especially when comparisons are made between him and other companions, especially those who are younger than him in age or size. These aspects may be raised.

3. The lack of opportunities for the individual in his childhood to face life with self-reliance, as some parents take extravagance to protect their children and work to interfere in their affairs, do their work and participate in their games, thus depriving them of opportunities to grow and adapt in the face of life. This behavior leads to one of the two psychological states, which are either introverted or rebellious, prone to control and tyranny.

4. Cruelty of parents: Some parents resort to cruelty and abuse when they treat their children, believing that this is the surest way to correct their crookedness and condition. Or assimilation, but he does it to please them and to avoid their anger, and this may be the source of the parents’ happiness and their desire to continue with it. As for the child, he gradually loses the most important elements of psychological integration and the foundations of self-confidence, and withdraws into himself.

5. The fluctuation in the treatment and its instability in one direction. The danger of what happens to the child is the unstable treatment of his father. Similar situations that this fluctuation in treatment from the harshest types to the most severe and relatively neglectful leads to the confusion of the child and consequently his psychological disorder and the instability of his view of himself or confidence in his family, which makes him withdraw into himself and live with her.

6. The psychological climate of the family is one of the most important foundations for the growth and integration of the personality, which is the home. The troubled home in its relationships, in which the spirit of suspicion and mistrust prevails, and the lack of mutual trust and respect creates people who lack self-confidence because the individual as a child is distinguished with feelings extremely delicate (Abdul-Khaleq, 1983: 67).

And the home needs moderation in its relations without being extreme, whether those relations are between the parents or between one of them and the children. All of this leads the child to feel that he was only created to please his family or to annoy them. Thus, this feeling leads him to realize his helplessness, insignificance and weakness, and to the formation of his inferiority complex (Buffalo, 2004: 39).

Some prevention and treatment points related to introverted personality

1. Parents and teachers avoid holding children and adolescents accountable in the manner of blaming and reprimanding, which follows up all his actions and behaviors. Rather, accountability must be based on revealing the aspects of error and the need to avoid it and that it be when it occurs. As for the errors caused by delayed or disturbed maturation, it is necessary to wait for its integration and then to be taught accordingly.

2. The need to search for positive motives that connect the teenager with his peers or the introverted individual with his companions to replace the negative motives that keep him away from them. It is preferable that these motives be included in school work and activities that, when practiced, require the practice of cooperation and participation, and then the individual discovers his strengths and importance in the life of the group and also discovers that Weaknesses are present in all people, so there is no need to be sensitive to them or to worry because of their presence.

3. The school should search for activities that suit each of these students in terms of his abilities, inclinations, and preparations, and then his success will be more secure and the first success leads to
a second success, thus increasing his self-confidence and his ability to face life in broader frameworks in the future.

4. Allowing the individual to express himself in various forms so that it absorbs his free time in drawing, sports and music and not allowing him to return to his own world of daydreaming, motor activities and manual works that take up his extra time and surplus energy better than others, especially if they are shared with other of his companions (Al-Shazly, 2001: 256).

Previous studies

First: studies that dealt with anger

1. Irshheed (2017) entitled "The effect of a counseling program for developing some life skills in reducing anger and increasing life satisfaction among adolescents."
The study aimed to measure the effect of a counseling program based on life skills in reducing anger and increasing life satisfaction among a sample of adolescents. The research community consisted of (124) tenth grade students in an Abu Dhabi school. The researchers measured anger as a condition, and a measure of life satisfaction. A random sample of (30) students was chosen and received the counseling program on life skills and anger, while the control group did not receive any program, and the results of the study indicated that there is an effect of the program in reducing anger and increasing life satisfaction (Irshheed), 2017: 368).

The study aimed to identify the level of anger among children enrolled in residential institutions and not enrolled (a comparative study). 100) of those who are not enrolled and (74) of those who are enrolled, and use The researchers anger scale prepared by the researchers, and the results of the study showed that there is a real difference between the enrolled and non-enrolled and in favor of the enrollees, if it is noticeable and significantly increased in their anger. (Abu Laban, 2009: D).

The study aimed to reveal the level of anger behavior and its relationship to the methods of family upbringing among secondary school students in Amman, and the study sample consisted of (310) male and female students who were randomly selected from the community. A function attributed to the effect of class and the existence of a significant correlation between anger behavior and authoritarian style (Al-Sharif, 2014: 57).

Second: Studies that dealt with introversion:

1. Hassan and Sharaf (2014) entitled "The Effectiveness of a Program Based on Integrated Activities to Reduce Autism in the Gifted Child"
The study aimed to identify the effectiveness of a program based on integrated activities to reduce introversion in the gifted child. The research community consisted of (20) children present in gifted schools, promising The researchers adopted a program based on classroom activities to reduce their introversion, and the researchers adopted the Ali Al-Sharif (2000) scale of isolation, and the results of the research showed a real significant effect of the prepared program in reducing the level of introversion among gifted children (Hassan, Sharaf, 2014: 10).

2. Al-Zamili (2010) entitled "Some children are withdrawn or withdrawn."
The study aimed to identify the level of isolationism or introversion among children from the age (5 to 12), the research community consisted of (200) children who were chosen at random, and adopted The researchers showed the Yonk measure of children's isolation, and the results of the study showed the presence of real isolation among children at the age of (5-6) years, and no real isolation of older children was observed (Al-Zamili, 2010: 1).

The study aimed to identify the relationship of introversion to aggressive behavior among students of private governmental schools in the middle and secondary schools, the study sample consisted of (300) male and female students who were randomly selected from middle and high school students in Hail schools, prepared The researchers used a scale of introversion and a scale of aggressive behavior, and used
appropriate statistical methods such as Pearson's correlation coefficient and analysis of variance. The results of the study showed a positive relationship between introversion and aggressive behavior, as well as a difference between males and females in the relationship and in favor of males (Ahmed, 2015: 425).

Research Methodology and Procedures
First, the research method
The researchers adopted the scouting descriptive approach based on monitoring what exists, and this approach is appropriate for the nature and objectives of the current research, as it is based on describing the studied variables and the influences that exist between phenomena, their analysis and interpretation, and also helps to present a future picture in light of the current indicators (the current indicators, 1985, : 312 (as Brooke points out, Brooke points out)Broq) indicates that it is not possible to employ any means of testing samples, no matter how accurate you are, unless the population from which the sample is taken is accurately described, because each community has its own characteristics (proq: 1981p 204).

Second, the research community
The concept of the research community is defined as all the vocabulary of the phenomenon that it studies. The two researchers, and thus, the study community is all the individuals who are included in the subject of the research problem, whose results will be generalized to them (Odeh and Al-Malkawi, 1992: 106) By (2884) males and (3820).

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Third: the research sample
to withdraw the researchers appointed him by the stratified random method.100(a male and a female student)50Males and females like them.

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<td>Total</td>
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Fourth: the search tools
For the purpose of achieving the objectives of the current research, two tools must be available to measure the two research variables, namely (anger and introversion). The researchers provided two tools that measure the level of each of them, as follows:
1. Anger scale
adoption The researchers measure (Hamza, 2012), which consists of (20A paragraph that measures anger in the form of verbal attitudes (self-report) to which the answer is gradual five Likert starts with (always) and gives weight 3 and (sometimes) gives weight 2, rarely and gives weight 1, so that the lowest score that the examinee gets is (20) and the highest degree (100) with a hypothetical average of (60) degrees, and the
researchers verified the validity of the tool for the current research by extracting its psychometric properties as follows:

- **honesty validity**
The concept of honesty refers to the extent to which the paragraphs were able to measure the concept to be measured (Faraj, 1997: 227). The researchers verified the validity of the paragraphs of the scale by identifying:

- The construction validity of the Furat Anger Scale:
For the purpose of identifying the construction validity of the anger scale, the researchers used the correlation method using the Pearson correlation coefficient (the product of moments) to find the value of the relationship between the paragraph’s degree and the total score of the scale. Significance of 0.05 and degree of freedom of 160, and the researcher found out the validity of the construction by using Pearson's moment coefficient, which kept all the paragraphs.

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<td>0.51</td>
</tr>
<tr>
<td>10.</td>
<td>0.44</td>
<td>20</td>
<td>0.47</td>
</tr>
</tbody>
</table>

**Constancy Reliability**
The concept of stability of the measuring instrument refers to the consistency of the scores in their expression of the amount of the job (Faraj, 1997: 281). The researchers verified the stability of the scale by two methods of analysis of variance using the alpha-Cronbach equation, and the second half-segmentation where it reached Cronbach’s alpha (0181) and the mid-level segmentation (before correction 0.64, and after using the corrected Spearman-Brown formula, the stability for all scale reached (0.67) as shown in Table (4):

<table>
<thead>
<tr>
<th>variable</th>
<th>Alpha - Cronbach</th>
<th>split half</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>before correction</td>
<td>after correcting</td>
</tr>
<tr>
<td>anger</td>
<td>0.81</td>
<td>0.64</td>
</tr>
</tbody>
</table>

2. introversion meter adoption The two researchers Eisenk scale (1964) for introverted personality traits, translated by [www.turkijphysiotherrehabil.org](http://www.turkijphysiotherrehabil.org) 23797
Muhammad Abdel-Khaled (1991). The scale consists of: 22 Paragraph, which the examinee answers through a five-point Likert scale, starting with always and given weight (5) and ending with rarely, giving the weight (1) to be the highest score obtained by the examinee (2). The degree represents the lowest level of introversion and the highest is (100) degrees to represent the highest level of introversion, with a theoretical average of (60). The researchers extracted the characteristics of the psychometric scale as follows:

- **Internal consistency validity of the scale**

  The internal consistency of the scale is extracted by finding the correlation coefficient between the total score of the scale and the score of one paragraph, then compare the correlation coefficient with the critical degree of the correlation coefficient (table value) without squaring the correlation coefficient. If the extracted correlation coefficients are equal to or greater than the critical value, the paragraph is considered consistent with the rest. The scale is honest and remains on the scale. The researchers used to identify the values of the correlation coefficient, the Pearson correlation coefficient, on a sample of (100) male and female students shown in the table (the sample table), and the critical value of the correlation coefficient reached at the level of significance (0.05) and the degree of freedom (99) (0.197) which is less than all the extracted correlation coefficient, so that all the items of the scale are consistent and honest in measuring introversion, as shown in Table (4).

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Correlation value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>0.43</td>
</tr>
<tr>
<td>2-</td>
<td>0.41</td>
</tr>
<tr>
<td>3-</td>
<td>0.56</td>
</tr>
<tr>
<td>4-</td>
<td>0.83</td>
</tr>
<tr>
<td>5-</td>
<td>0.83</td>
</tr>
<tr>
<td>6-</td>
<td>0.66</td>
</tr>
<tr>
<td>7-</td>
<td>0.72</td>
</tr>
<tr>
<td>8-</td>
<td>0.81</td>
</tr>
<tr>
<td>9-</td>
<td>0.52</td>
</tr>
<tr>
<td>10-</td>
<td>0.69</td>
</tr>
<tr>
<td>11</td>
<td>0.32</td>
</tr>
<tr>
<td>12-</td>
<td>0.69</td>
</tr>
<tr>
<td>13-</td>
<td>0.74</td>
</tr>
<tr>
<td>14-</td>
<td>0.73</td>
</tr>
<tr>
<td>15-</td>
<td>0.77</td>
</tr>
<tr>
<td>16-</td>
<td>0.54</td>
</tr>
<tr>
<td>17-</td>
<td>0.83</td>
</tr>
<tr>
<td>18-</td>
<td>0.72</td>
</tr>
<tr>
<td>19-</td>
<td>0.33</td>
</tr>
<tr>
<td>20-</td>
<td>0.65</td>
</tr>
<tr>
<td>21-</td>
<td>0.47</td>
</tr>
<tr>
<td>22</td>
<td>0.50</td>
</tr>
</tbody>
</table>

- **Scale stability**

  That is, the stability of stability, meaning that if the measurement processes of one individual were repeated, his degree would show some stability. It also means objectivity, meaning that the individual obtains the same degree, regardless of whether it is corrected or applied. The fixed scale is the one that can be relied upon (Abdul-Rahman, 1983: 1996). To verify this, stability was extracted in two ways

1. Test and retest: The stability coefficient used in this way is called the coefficient of stability over time. It requires applying the scale to the stability sample after a period of time ranging from (3-4) weeks. Where the researchers re-applied the randomly drawn questionnaires and distributed them to the same individuals, each according to its digital code, after a period of (3) weeks on a sample of (50) chosen randomly, then the researchers extracted the reliability coefficient (Pearson correlation coefficient) to find the relationship between the first and second applications, as the value Stability (0.70) and with the critical degree of the correlation coefficient (0.197), and thus the researchers made sure of the validity and reliability of the tool used in the current research, in order for it to achieve the desired research goals and the results were as shown in Table (5).

2. Stability with Cronbach's alpha equation: This method measures the consistency of the individual's performance from one item to another and indicates the strength of the correlation between the items of the scale (Awdah, 1998: 191). In order to verify the stability of the scale used in the current research, the researcher used the Alpha stability coefficient ALPHA, where the researchers randomly pulled (50) of the questionnaires distributed to the sample with identification of them with a digital
code to verify the stability of the test and the reliability coefficient was calculated in this way, as the stability of alpha reached (0.81) and this value is acceptable in this way for the stability of the scale as shown in the table) 5).

<table>
<thead>
<tr>
<th>Scale stability values introversion My way (Cronbach Alpha - Test and Retest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>the scale</td>
</tr>
<tr>
<td>introverted</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Research results

The first objective: to identify the level of anger among students of the College of Education at the University of Diyala:

To achieve the first goal of the research, the researchers used the t-test for one sample, by comparing the arithmetic mean of the sample with the hypothetical mean of the community from which the sample was drawn, which reached the arithmetic mean of the sample (80.65) with a standard deviation of (10.48) and the hypothetical mean of the community (60) and the results of the test showed that there is a difference Real between the sample mean and the arithmetic mean of the community, and in favor of the sample average, as the calculated t-value amounted to (19.704), which is greater than the tabular t-value of (2.00) at the significance level (0.05) and the degree of freedom (99), which means a high level of anger among students of the College of Education, as shown in the table (7).

<table>
<thead>
<tr>
<th>Table (7) The results of the T-test for one sample to identify the level of anger among students of the College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>variable</td>
</tr>
<tr>
<td>anger</td>
</tr>
</tbody>
</table>

The second objective: to identify the differences in the level of anger between male and female students in the College of Education

In order to achieve the second objective of the research, The two researchers t-test for two independent samples, comparing the arithmetic mean for males of (86.60) with a standard deviation of (11.84) with the arithmetic mean for females of (74.05) with a standard deviation of (22.78). The calculated T-value (3.457), which is greater than the tabular T-value of (2.00) at the significance level (0.05) and the degree of freedom (98), and this means that the level of anger in males is higher than in females, and as shown in the table (8).

<table>
<thead>
<tr>
<th>Table (8) The results of the t-test for two independent samples of the difference in the level of anger between males and females</th>
</tr>
</thead>
<tbody>
<tr>
<td>samples</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>male</td>
</tr>
<tr>
<td>female</td>
</tr>
</tbody>
</table>

The third objective: to identify the level of introversion among students of the College of Education

In order to achieve the third objective of the research, The two researchers t-test for one sample, by
comparing the arithmetic mean of the sample with the hypothetical mean of the community from which the sample was drawn, as the arithmetic mean of the sample was (51.57) with a standard deviation of (13.60) and the hypothetical mean of the community (66). The results of the test showed that there is a real difference between the sample mean and the arithmetic mean For the community, and in favor of the sample average, the calculated t-value amounted to (10.610), which is greater than the tabular t-value of (2.00) at the significance level (0.05) and the degree of freedom (99), which means a low level of introversion among students of the College of Education, as shown in the table (9)

Table (9) The results of the T-test for one sample to identify the level of introversion among students of the College of Education

<table>
<thead>
<tr>
<th>variable</th>
<th>SMA</th>
<th>standard deviation</th>
<th>hypothetical mean</th>
<th>T value</th>
<th>Significance level (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>anger</td>
<td>51.57</td>
<td>13.60</td>
<td>66</td>
<td>10.610</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Fourth objective: To identify the differences in introversion between male and female students in the College of Education

To achieve the fourth goal of the research, the researchers used the t-test for two independent samples, comparing the arithmetic mean of (49.93) for males with a standard deviation of (15.74) with the arithmetic mean of females of (53.21) with a standard deviation of (13.98) and the results of the test showed a real difference between the two means, in favor of The average of males, as the calculated t-value was (1.102), which is smaller than the tabular t-value of (2.00) at the level of significance (0.05) and the degree of freedom (98), and this means that there is no real difference between males and females in the level of introversion, and as shown in the table (10):

Table (10) The results of the t-test for two independent samples of the difference in the level of anger between males and females

<table>
<thead>
<tr>
<th>samples</th>
<th>average</th>
<th>deviation</th>
<th>Values t</th>
<th>Significance level at (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>49.93</td>
<td>15.74</td>
<td>1.102</td>
<td>nonfunction</td>
</tr>
<tr>
<td>female</td>
<td>53.21</td>
<td>13.98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fifth goal: To identify the relationship between anger and academic introversion among university students

The researchers used Pearson's correlation coefficient to identify the relationship between anger and academic introversion, and Pearson's correlation coefficient showed that there was a direct relationship whose size was (0.68) between anger and the level of introversion, which is a statistically significant value, as the critical value of Pearson's correlation coefficient reached (0.195) at the level of significance (0.05) and a degree of freedom of (98), as shown in Table (11)

Table (11) The value of the correlation of anger with the level of academic introversion among university students

<table>
<thead>
<tr>
<th>the variables</th>
<th>the sample</th>
<th>Correlation value</th>
<th>Significance level at (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger * Scholastic introversion</td>
<td>100</td>
<td>0.68</td>
<td>function</td>
</tr>
</tbody>
</table>

Recommendations:
1. Assigning committees to supervise youth care at the university.
2. Psychological follow-up of students who show severe extreme emotions by the formed committee specialized in the psychotherapeutic field.
3. Allocating a psychological counseling care center to deal with cases of anger and introversion.
Suggestions:
1. Conducting a study on the effect of anger on the academic achievement of university students.
3. Studying the causal relationship between introversion and the resulting behavior among pre-university students.

References
2. Nusseibeh, Meshri (2017) Personality traits (extroversion and introversion) and their relationship to unrealistic optimism among patients with Irritable Bowel Syndrome, a field study at the Al-Zahrawi Public Hospital Institution in Msila, a published master's thesis - Algeria.