

How to Cite:

Hashim, A. J., & Khalaf, H. A. H. (2022). Arrogance among private college students. *International Journal of Health Sciences*, 6(S5), 11975–11983.

<https://doi.org/10.53730/ijhs.v6nS5.11690>

Arrogance among private college students

Prof. Dr. Ameera Jaber Hashim

Republic of Iraq/University of Kufa-Faculty of Education for Girls-Department of Educational and Psychological Sciences

Lecturer. Halima Abdel Hussein Khalaf

Republic of Iraq/University of Kufa-Faculty of Education for Girls-Department of Educational and Psychological Sciences.

Corresponding author email: hasanalbody06@gmail.com

Abstract--The current research aims to identify: Arrogance among students of the University of Kufa. Statistically significant differences in arrogance among private college students according to two variables: A: Gender (whether male or female); B: Academic specialty (either scientific or humanitarian). The current research was determined by the students of the University of Kufa according to two variables: A: Gender (whether male or female); B: Academic specialisation (scientific/humanitarian) for the upcoming academic year (2021-2022 AD) (1442-1443 AH). To achieve the objectives of the research, the researchers relied on the following: 1) Using the (descriptive associative approach) to identify arrogance; 2) Translation and development of the arrogance scale prepared by Corcoran, 2020) based on the comprehensive theory of the arrogance of the world (Cowa, 2019). The scale, in its final form, after completing the conditions of honesty, stability, and ability to distinguish, consisted of 322 items. The two researchers applied the tool to the statistical analysis sample of (300) male and female students, and the psychometric characteristics of the tool were extracted, while the final application sample amounted to (400) male and female students, which were drawn in a stratified random manner with equal distribution and after data collection and processing statistically using the statistical bag (SPSS), and the researchers reached the following conclusions: 1) The students of private colleges are not arrogant; 2) There are some statistically significant differences in gender between (males and females) in the arrogance of private college students; 3) There are no statistically significant differences in the academic specialisation of (scientific and humanitarian) private college students. And to complement the findings of the research, the two researchers recommended several recommendations and suggestions.

Keywords---arrogance, private college students.

Introduction

Research problem

Arrogance is a compulsive acquired behavioural trait that appears in multiple forms, including individual, comparative, and hostile arrogance (Corcoran, 2020). Arrogance overlaps with some traits, including higher ambition, excessive self-esteem, vanity, and narcissism, which are activated by a combination of internal and external behaviours (Larenz, 2011: 22). And Gorgio believes that arrogance has negative repercussions on the individual and increases the tension between him and others, which leads to the difficulty of dealing with the arrogant because he presents a negative image of himself and then his continuous assertion that he is the best while others do not see it in him (Glorgio, 2009). Also, arrogance is a mix of wanting to be better than others and wanting to beat them. It is a form of aggression against others because it involves ignoring others and putting them down or hurting them. (2015) (Fellerman).

Therefore, (Das) mentions that the behaviour of arrogance has negative effects on all levels, such as psychological, social, and political at the level of the individual and society, and thus may lead to disorders and abnormal behavioural responses (Das, 2015:102). And (Das) agrees with (Clery and others), where he sees that the arrogant tend to desire revenge, unwillingness to forgive, less desire to help others, and more fanatic adherence to his views, which affects his performance and compatibility in every area of his life. Cleary et al., 2015).

In light of the premises from which the researcher started, it became clear to her that she had a clear vision of her sensitivity to the research problem through her coexistence with the university reality, the reality that the student is affected by and affects him. In addition to that, the lack of studies that dealt with the arrogance of university students and some of the available studies focused on administrators and officials, especially among private college students, and this is an indication of the need for scientific research to advance in this direction, which increased the researcher's sense of the problem to know the arrogance of private college students by answering the following questions:

Are private college students characterised by arrogance?

Are there statistically significant differences in arrogance among private college students according to the variables of gender and academic specialization?

Importance of research

Arrogance drives the arrogant to carry out anti-social behaviors and focus on control and aggression (Clearly et al., 2015), and there is evidence of arrogant behavior, including Pharaoh's loftiness on the earth and his arrogance. Surat Al-Qasas: 24. According to Johnson and others (Johnson et al.), the arrogant are less productive, less intelligent, less adequate and capable, and less capable than self-aware (Johnson et al., 2015), and Fetterman et al. "There are two types of relationships: A personality that combines the desire to excel over others (strength) and the desire to get along with others. (Fetterman et al., 2014).

Theoretical significance

- The scarcity of Iraqi and Arabic studies (in the science of the researcher), which dealt with arrogance, despite the presence of field studies, but no study was conducted in the arrogance variable in private colleges, which records a degree previously and enriches theoretical frameworks in this field, which will allow the field for more future studies.
- The importance of the arrogance variable addressed in the current study, which is represented by arrogance, as it constitutes a very dangerous psychological and social problem in society and has a negative impact, and is one of the most dangerous psychological feelings that can threaten psychological and societal security, thus its impact on proper psychological adjustment.

The importance of the study sample: The importance of the current study comes from the importance of the study sample (university students), which is the category of students in the youth stage, if they constitute an important human force in the life of every society, especially since students are part of Iraqi society, especially students of private colleges, in which there are few studies. These examples of students also show how important they are by pointing out that the student is the most important part of the educational and educational environment because he or she is the centre and basis of it. The current study is a step in providing a measure and theoretical framework, especially with regard to the concept of arrogance, in which arrogance is less.

Practical importance

The current study constitutes an entry point for another study and research that deals with other variables related to the current study. Through the contribution of the results of the current study to stop the nature of the relationship between the two variables of the study, as well as providing an opportunity for counselling intervention in the design of counselling programmes at the preventive and developmental level appropriate to help college students achieve a low level of arrogance, to achieve psychological and social compatibility, which leads to improved outcomes of the educational process. Providing people in charge of planning and following up on young people, especially college students, with scientific results that help them set up the right plan to help them develop the social skills and abilities they need to deal with the problems of today.

Research aims

The current research aims to identify

1. Arrogance among private college students
2. Statistically significant differences in arrogance among private college students according to two variables
 - A. Gender (male-female)
 - B. Academic specialisation (scientific-humanitarian).

Fourth: Research Limits

The current research is determined by the students of the Islamic University, gender (male and female), and academic specialisation (scientific and human), for the academic year (2021–2022).

The practical part

In order to achieve the objectives of the current research, it was necessary to define the research and social approach, choose a representative sample, prepare the appropriate tools for measurement, ensure their validity, and then apply them to the selected research sample, and use the appropriate statistical means to analyse and treat the data. They were classified according to their faculties, academic specializations, and gender for the academic year (2021-2022), as the size of the original community reached (3957) male and female students, with a rate of (2126) males distributed as (1240) human, (886) scientific, and (1831) females distributed as (827) human, and (1004) scientific.

A sample search

Sample for statistical analysis

Its purpose is to obtain data to conduct the process of statistical analysis of the items of the scale, which is one of the basic steps for its construction. As the sample for statistical analysis of the items was chosen randomly, the two researchers chose a sample of (300) male and female students, and in a stratified random method, to take into account gender and academic specialization,

Basic research sample

The research sample was chosen by the stratified random method with equal distribution, and its idea is based on distributing the sample size between the classes equally in each layer of the sample population (Al-Zamili et al., 2009). Thompson indicated that the larger the sample size, the greater the degree of confidence, and Thompson took into account in his equation the proportion of variance and error in order to come up with a sample that represents the community (Steven, 59-60, 2012), and found that the number of male and female students represents a ratio of (11) , 10%) of the total population of the scientific and humanities. The research tool and its application: for the purpose of achieving the objectives of the current research, the two researchers built a scale to measure self-awareness. The following are the procedures adopted by the researchers in the construction process.

The Arrogance scale setting

In order to clearly define the purpose of the measurement process or the testing process and to select the best tools that achieve this purpose, it is necessary to build a tool for measuring self-awareness, as Cronbach indicated the need to start by defining the structural concepts from which to proceed in the procedures for preparing the scale. Cronbach, 1964: 469

The search tool and its application

For the purpose of achieving the objectives of the current research, the researcher has adopted and translated a scale to measure arrogance among private college students and adapted it to the Iraqi environment, prepared by Corcoran, 2020, based on the comprehensive theory of arrogance for science (Cowan, 2019). She presented it to specialists in Arabic and English.

Corcoran Scale Description and Correction

Corcoran defined arrogance as an exaggeration of a person's abilities, qualities, or achievements compared to what actually exists and compared with others with resistance to new information and showing aggressive superiority (Corcoran, 2020:22), and he had high indicators of sincerity and stability, where confirmatory honesty was extracted and extracted. The stability by the re-test method was (0.87) and by the Alpha Cronbach method by (0.90) degrees. In its original form, the scale consisted of 32 items that measured the arrogant behaviour of university students. Its items were divided into three areas:

1. The field of individual arrogance includes twelve (12) paragraphs, and it means: the presence of distorted information with limited capabilities of the individual, an overestimation of the individual's abilities and capabilities, and resistance to new information, and the paragraph numbers represent (from 1-12).
2. The field of comparative arrogance: it includes (111) paragraphs, and by it means: failure to take into account the perspective of others; belief and assumption of self-superiority. It represents the number of paragraphs (from 13-23).
3. The hostile arrogance field: to include (9) paragraphs, and by it means to defame others and diminish their worth, and the paragraph numbers represent (from 24-32) Corcoran, 2020: 22).

Validity of the Scale Paragraph

The two researchers verified the validity of the paragraphs of the Unrealistic Optimism Scale by presenting them in their initial form to a group of specialists in education and psychology, and their number was thirty (30) arbitrators. The researchers took all the linguistic modifications suggested by some arbitrators, like the tabular amount of (3,844) at the level of significance (0.05) and the degree of freedom (1.0).

Scale examination

The scale was applied by the two researchers to a sample of (300) male and female students from scientific and human specializations, and thus the sample size met the conditions of the analysis. The two researchers applied the t-test to two independent samples to test the significance of the differences between. Because the calculated T-value represents the discriminatory power of the paragraph between the two groups (Al-Batsh and Abu Zina, 2007: 211), the calculated T-value was considered an indicator to distinguish each paragraph by comparing it

with the tabular value of (1.96) at a significance level of (0.05) and a degree of freedom of (160) (Allam, 2010: 614), and in light of this procedure, all paragraphs were distinguished.

Method of internal consistency

The following is the relationship between the paragraph and the total degree: According to the Pearson correlation coefficient (person), to extract the correlation between each paragraph of the scale and the total score of the scale, and when testing the significance of the correlation coefficients using the statistical bag for social sciences (SPSS), all correlation coefficients were significant when compared with the tabular t-value at a significance level of (0.05) and a degree of freedom (298).

The psychometric (standard) characteristics of the scale as a whole indicate its ability to measure what it was designed to measure and that it does so with acceptable accuracy and the least amount of error possible (Melhem, 2010:433). A quantitative description of this phenomenon, which should have some standard traits, with honesty and stability being the most important (Al-Batsh and Abu Zina, 2007, p. 250).

Virtual validity

This type of honesty is represented by the preliminary examination of the contents of the scale, that is, looking at the paragraphs and knowing what they seem to measure. (Weiner & Stewart, 1984:79)

Discriminatory honesty

The discrimination coefficients for the items were extracted by the method of the two extreme groups, and all items were distinct for the two scales.

Construction Authenticity

It entails analysing the scale's degrees based on the psychological construction of the characteristic to be measured; that is, it demonstrates the extent to which the scale contains a specific theoretical construct or a specific feature (Stanley & Hopkin, 1972: 111), or it is the extent to which we can decide that the scale measures a specific theoretical construct or specific property (Anastasi, 1988:151).

Indicators of scale stability

A-Test-retest method

B: Half-segmentation

C-Alpha-Cronbach's method for internal consistency

Results

The first objective is to identify the level of arrogance among students of private colleges

To achieve this goal, the two researchers applied the arrogance scale to the research sample of 400 individuals. The results showed that the average scores of the sample on the scale amounted to (86,46) degrees and a standard deviation of (11,53) degrees. The hypothetical mean of the scale of (96) degrees, and using the t-test for one sample, it was found that the difference is statistically significant and in favour of the hypothetical mean, as the calculated t-value was (14.56) higher than the tabular t-value of (1.96) by a degree. This is illustrated in Table (1).

Table (1) The results of the t-test for the difference between the sample mean and the hypothetical average of the arrogance scale among private college students

variable	Sample	mean	Standard deviation	Hypothesis mean	degree of freedom	T value		Significance level (0.05)
						Calculation	Tabular	
Arrogance	400	86.46	11.53	96	399	16.54	1,96	D in favour of the hypothetical mean

Table (1) shows Private college students are not arrogant, and this can be explained by the fact that they are university students and have acquired experiences and skills in public and university life that have made them aware of the strengths and weaknesses of their personalities, their mistakes, and their limits, and they know how to deal with situations they face away from narcissism and arrogance. The researcher felt when applying the scale in the private colleges of the Islamic University that the students have a feeling that their possession of the certificate is a result of the strength of money and not of the merit of the average as in government colleges, as well as their feeling of remorse resulting from fatigue.

Tuition fees are paid by their families, and their peers in government colleges consider them to be lower than they are on average. This prevented them from being arrogant and bragging about their peers. With regard to what was produced by the two-way analysis of variance, the two researchers found that the non-functional values were:

Differences in academic specialization

It is noted from the above table that the calculated value for the academic specialisation is (0.741), which is smaller than the tabular value of (84) degrees at the level (0.05) and with two degrees of freedom (1,396), which indicates that it is not statistically significant, and it was The arithmetic mean of the scientific major reached 34.94% degree and a standard deviation of (15,156) degrees, while the arithmetic mean of the humanistic specialisation was (05.95) and the standard deviation was (15,056) degrees, and the table (32) averages between (scientific and

human) on the arrogance scale, and by comparing the two averages, we find that there are no clear differences between the two averages, and this indicates that they are equal in the level of arrogance. Table (2) shows this.

Table (2) shows the averages between the two disciplines (scientific and human) on the arrogance scale

Specialty	Sample	Arithmetic Mean	Standard deviation
scientific	200	34,94	15,156
human rights	200	05,95	15,056

The researcher attributed this to the similarity of the conditions experienced by the individual sample in the university and cultural environment, which gives the student the opportunity to appear in a similar way, and both are characterised by open-mindedness, accepting themselves as they are, and therefore, they may have the ability to interact and form relationships with others and build good social ties far from arrogance and excessive confidence, avoiding superiority over others. There are no studies confirming the results of this goal.

Interaction between (gender and academic specialization)

As for the level of interaction between the two variables of the research, the researcher found that the interactions between the variables are not statistically significant as the (F) value calculated for the interaction between the two variables (gender * specialization) reached (0.292) degrees, which is smaller than the tabular value of (3.84) degrees at the level of (0.05) and two degrees of freedom (1, 396), which indicates that there are no differences in the interaction between the variable of sex and academic specialisation on the arrogance scale. The explanation of this is that it is noted that the behaviour of arrogance is not a dominant feature of the research sample. So, it did not show up in the interaction between the gender and specialisation variables, as shown in Table (3).

Table (3)

The results of the two-way analysis of variance test for the differences in how the sample members scored on the arrogance scale Variables of gender and academic specialisation among students of private colleges among students of private colleges

The source of variance	the sum of squares	The degree of freedom	average of squares	F-value		Significance level (0.05)
				Calculati on	Tabular	
Gender	1600.00	1	1600.00	7.121	3.84	significant
specialty	166.410	1	166.410	0.741		Not significant
Gender* for specialty	65.610	1	65.610	0.292		Not significant
Error	88981.540	396		224.701		
The grand total	4391460.00	400				

Conclusions

In light of the reached by the study, the two researchers recommend the following:

- a. The elite of the private colleges at the Islamic University are not characterized by arrogance.
- b. There are statistically significant differences in gender between (males and females) in arrogance in favor of females among students of private colleges at the Islamic University.
- c. There are no statistically significant differences in the academic specialization between (scientific and humanitarian) in the arrogance of students of private colleges at the Islamic University.

References

- Al-Batsh Muhammad Walid and Abu Zina Farid Kamel (2007). Scientific Research Methods, Research Design and Statistical Analysis, Supervision: Saeed Al-Tal, 1st Edition, Dar Al-Masira for Publishing, Distribution and Printing, Amman.
- Al-Mandalawi, Imad Jahan Bakhsh (2019). Arrogance and its relationship to the power of the ego, an unpublished master's thesis, College of Arts, University of Baghdad
- Al-Zaidi, Nour Abdel Shaker, (2017). Administrative intelligence and its relationship to humility among department managers, unpublished master's thesis, University of Baghdad, College of Arts, Department of Psychology.
- Fahmy, Ahmed Mustafa, (1988). Man and Mental Health, Anglo-Egyptian Library
- Haridy, Mohamed Adel, (2011). Personality theories, Aptrac for printing, Cairo, Egypt, second edition
- Ismailova, Z., Choriev, R., Khimmataliev, D., Mustafoeva, D., Hashimova, M., Ochilova, G., Fayzullaev, R., & Berdalieva, G. (2022). The forensic professional education teacher mediacompetery development technology. *International Journal of Health Sciences*, 6(2), 1189–1205. <https://doi.org/10.53730/ijhs.v6n2.11785>
- Melhem, Sami Muhammad (2010). Measurement and Evaluation in Education and Psychology, 6th Edition, Dar Al Masirah for Publishing and Distribution, Amman
- Sadiyani, N. W. (2018). Strategy of improving student achievement in English learning through concentration approach. *International Journal of Physical Sciences and Engineering*, 2(1), 47–56. <https://doi.org/10.29332/ijpse.v2n1.95>
- Widana, I.K., Sumetri, N.W., Sutapa, I.K., Suryasa, W. (2021). Anthropometric measures for better cardiovascular and musculoskeletal health. *Computer Applications in Engineering Education*, 29(3), 550–561. <https://doi.org/10.1002/cae.22202>