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Research Article

Intellectual Immunity among University Students

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ABSTRACT

The current research aims to identify the intellectual immunity of university students. The current research sample included (400) male and female students who were chosen by the random stratified method and in an equal manner from the students of the University of Baghdad. The researcher used a number of statistical methods in this research, including: (T-test for two independent samples, Pearson correlation coefficient, Facronbach's equation for internal consistency, t-test for one sample and a population), and the research reached the following results: The sample of the current research has intellectual immunity, the research revealed a number of recommendations and suggestions.

Chapter One

Research problem:

As a result of the rapid changes that the world is experiencing today, our youth fell into a clear dispersion in goals, ideas, and goals, as these rapid global changes led to the inability of young people to distinguish clearly between what is right and what is wrong, which led to an intellectual crisis (Ibrahim and Morsi) , 2003: 52).

Intellectual immunity is one of the important concepts that have emerged in the twenty-first century, which makes the individual able to bear and face the influences and pressures that come from the outside world to his inner world. From her feelings, feelings and thoughts that lead to weakness in the personality and defects in its pillars (Suwaid, 2016: 13). Also, it is difficult for a person to face the danger of intellectual stagnation alone, without immunizing the mind with science, values, and principles on which it is based and with certain methods. What I neglected in the past (Said, 2003: 138), and about the emergence of a lot of ideas, habits, and the demise or weakness of many traditional values in front of the strong influence of modern values that have taken to change the nature of the lives of individuals and societies very quickly and the impact of this on building the personality of the individual, and the nature of his interactions with others in the field in which he lives in it. (Ibrahim, bt: 9), and young people are at the forefront of the segments of society most exposed to the manifestations and effects of changes that occur in society because of the age stage they are going through, with the characteristics and qualities that this stage carries.

They are also more aware than other groups to confront the challenges and fluctuations facing their society and the problems it suffers, and their stumbling on the way to launch and progress (Osman et al., 2002: 42). Influence increases in scope, decline increases in speed, resistance is not at the level it should be, and intellectual immunity leads to achieving complete and complete protection of human thoughts from deviation or deviation from moderation and moderation, and by this we mean the protection of the value, ideological, cultural, security and moral system in Confronting every deviant or extremist belief or thought and the behaviors that follow (Al-Hudhaili, 2012: 23).

Research Importance

The individual needs intellectual immunity, in order to feel reassured and secure and not to feel fear when expressing his intellectual opinions without restriction and accepting his opinion and the opinion of the other without disapproval. 2018: 373), since the methodological methods of intellectual invasion that depend on distortion as a first stage weaken the individual's relationship with his value, customs and traditions in all respects, and then doubt as a second stage makes the individual reluctant to believe in what is presented of his ideas within the framework of his sub- and general culture.

Thus dissolution as a third stage, in which the features of the distinctive cultural personality of the society dissolve into a personality completely differ from its basic nature, and in conflict with belief, identity, and values. Replacing it as a last step will implant in them a new culture that directs the thinking of young people towards the path that serves the interests of the invading party, and these stages all require from the current generation, and the generations The next thing is that they have an effective intellectual immunity that contributes to facing everything they are exposed to. (Al-Jahni, 2007: 248-277), (Kanaan, 2008: 249-294), as intellectual immunity is an intellectual immunization at the top of the list of important goals to protect society in general, youth and the educated group in particular, God Almighty has provided our bodies with an immune system that helps them maintain their working mechanism and protect them from thoughts that can harm them.

On the intellectual level, we need a similar immune system in order to protect the mind the nation from destruction and in order to keep it in a state of activity equivalent to the challenges facing us (Khalil, 2016: 33). Achieving intellectual immunity is one of the most important issues that occupy the minds of people, individuals and groups, and fundamentally affect their stability in life, as it is the basis of the security of society, which is the most important type Security because of its strong connection to the identity of the nation.

The Muslim nation is more priority than others to protect its thought, identity, and culture from atrophy and decay in the face of the threat of cultural invasion, whose methods varied and its forms multiplied, which help to destroy principles and values. Therefore, attention to intellectual immunity is in fact a security for customs The traditions, ideas, and societal principles that are indispensable and of no value to life without them (Al-Hadhali, 2006: 8).

Intellectual immunity represents one of the components of the security of societies in general, the most important, the most important, the basis of their existence, and their continuity (Zahrani, 2018: 175). Among what confirms the importance of intellectual immunity is that it contributes to enhancing personal choice, and helps individuals to self-growth in a positive way away from the systematic effects that target them. Finality ensures that the individual does not fall prey to ideas and information, and intellectual immunity has the function of internal assistance in distinguishing correct ideas with wrong ideas, and healthy and beneficial ideas, and from ideas that are not useful to the individual, or even the society in which he lives, by activating Monitoring the nature of the intellectual immune system itself, the nature of ideas and information entered, and taking appropriate actions. (Al-Shammari, 2020: 29), and (Al-Mahdawi and Al-Dulaimi, 2015) indicated that intellectual immunity has become a basic and important requirement, and without it we may weaken the youth’s ability to resist, criticize ideas and then weaken the ability to control, and then surrender.

These ideas, which may be the cause of its occurrence with many errors and problems, and these mistakes are considered the most dangerous for the individual and society, so immunity to this influence is an urgent necessity at the present time. (Al-Mahdawi and Al-Dulaimi, 2015: 217-214), as he pointed out (Haroun, 2016), that it is no secret to anyone that the role of universities and educational institutions in general, in helping university youth to know the social role entrusted to them now and in the future, and preparing them for this role so that they can perform it with the highest level of positivity and

efficiency, they bear the responsibility of resisting currents The intellectual ideology that targets them in the first place, and then targets the communities in which they live (Haroun, 2016: 17).

Research Aims:

The current research aims to identify:

Intellectual immunity among university students.

Research Limits:

The current research is limited to Baghdad University students, for the academic year (2020-2021) for morning studies, and for both sexes (males, females).

Define Terms:

Intellectual immunity

-Definition (Al-Shammari, 2019) as he defined it:

It is an internal hypothesis system that represents a complex, dynamically interacting group of cognitive mechanisms that determine the individual's way of dealing with situations and make him employ his self-resistance, independent thinking, stability in the way of dealing, and a distant view of things and events, to produce a viewpoint or personal philosophy whose role is to protect the individual From falling into error. (Al-Shammari, 2019: 838).

-Theoretical definition: the researcher adopted the definition of (Al-Shammari, 2019), as she adopted his scale, which he prepared according to the integrative cognitive viewpoints.

-Procedural definition: the degree that the student obtains through his answer on the intellectual immunity scale adopted in this research.

Chapter Two

Integrative Cognitive Views that Explain Intellectual Immunity:

Cognitive theory is one of the most important theories that explain thinking.

1-The physiological trend: This trend tried to explain human behavior in general, and thinking in particular, by linking human behavior with what is happening inside the body of many physiological processes in the nervous system, glands, senses and others. Also, trying to think requires understanding what is going on inside the brain, rather than focusing on trying to understand it as an abstract cognitive process. The curriculum is an accurate knowledge of brain processes and functions, and this is not an easy task, with all the cognitive development in the study of the brain, so the study of thinking requires language, memory, learning, and others and to identify the nature of the structure of these areas and their role in controlling these cognitive processes, and knowledge of the mechanism of information transmission. In these parts until thinking occurs. (Al-Atoum, 2007: 31).

2-Information processing trend: This trend crystallized with the development of computer and communication systems, and scientists began to study the steps and stages through which information is processed according to a processing system that is characterized by sequence and organization and simulates information processing systems in the computer. The human being acts like a computer in terms of information formation and processing.

In other language, the computer and the human share the existence of inputs, processes and outputs through dealing with the external world, and Solso (1988) confirms that the direction of information processing assumes that thinking occurs as a result, (a series of cognitive processes of sensory information coming from the external environment such as detection, stimuli, And to identify it, and choose the appropriate response, when you ask about the location of Yarmouk University, the response to locate the university is the summary of the thinking process that resulted from a number of processes such as perceiving the stimulus, encoding it and retrieval from memory, forming concepts, making judgments, and using language (Solso, 1988:55).

3-Jean Piaget Theory: Piaget's studies related to human cognitive processes helped to recalculate the subject of the nature of knowledge in the field of American psychology, and procedural behaviorists such as Skinner neglected this topic, because it describes the complex experiences that an individual achieves as a repertoire of behaviors, on the other hand, cognitive scientists have adopted knowledge as a postulate, as the epistemologists have provided a description of the ways in which physical signals are received, and which are received from sensory receptors, which turn into knowledge and experience (Qatami, 2005: 252).

Special accounts related to human mental activity. Piaget believes that the continuous interaction between the individual and his environment is knowledge, in other words, and that knowledge is a dynamic process and not a static thing.

Accordingly, understanding knowledge requires identifying and describing the different ways in which the individual interacts with his environment. He also denies considering knowledge at its highest levels as just a state, but he sees the need to research the processes of its formation and then calculate how the individual moves from the lowest levels of knowledge to the highest (Qatami, 2005: 252), understanding knowledge as a change, and focusing on The quality of the difference in an individual's interactions with his environment are the two most important aspects of Piaget's theory. As for the third characteristic, it is the framework of the material as a subject for the study.

Therefore, in order to explain the type of changes in thinking, it is necessary to analyze the cognitive-mental activity in each stage of the development of human life. For this reason, Piaget's theory is considered an evolutionary theory, as it follows the progression of cognitive-mental development from the activities of breastfeeding, or its similes and even inferential processes in adults (piaget, 1977, p.252).

The fundamental processes of cognitive development according to Piaget:

Piaget identifies three basic processes that affect the process of cognitive development: assimilation, accommodation, and equilibration. Integrative Cognitive Views That Explain Intellectual Immunity:

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1-Assimilation:

It is a mental process parallel to the biological processes of assimilation, as it is the incorporation of new elements into the organic system, for example, the process of photosynthesis, or the process of digesting food. As in the case of biological representation, the representation of mental life involves the incorporation of new data into the original internal cognitive structures. This process is not a passive process of copying reality, or simply linking the stimulus to the response (M-S). But it is a process that builds the internal cognitive structures of the stimulus technique in the activities carried out by the

buildings, and then the buildings enrich themselves from the processes of increase, and for example the rabbit eats cabbage, the rabbit does not become wrapped, but the cabbage becomes part of the rabbit. (Qatami, 2005, 259).

For assimilation to occur there is an internal structure that can benefit from the information coming from the outside through interaction. For example, children are unable to integrate new information due to their lack of specific representational structures.

If the children are asked to draw a picture of a bottle half full, they will draw a line representing the water level, as the line is parallel to the base without calculating the position of the bottle itself. When confronting children with tangible physical reality, they fall into a contradiction in their distinction between their drawings and what is in reality, and this contradiction is due to the lack of the necessary representation structures for this type of experience. Also, children did not develop a coordinated spatial system that makes them put the water in a frame of reference that represents the position of the bottle in relation to its surroundings. (Qatami, 2005: 259).

2-Accommodation: When the individual deals with the environment, the process of adaptation accompanies the process of assimilation, and adaptation is a process of reconciling the internal structures of the specific characteristics of the situation. (Qatami, 2005: 260).

Similarly, the cognitive activity includes adaptation between the internal buildings for specific properties of things and new phenomena. When the child sees a green triangle shape, for example, he feels that this shape resembles properties that he has, and are known (three closed dimensions, three closed straight lines) and at the same time his buildings begin The interior must be adapted to the features of the triangle (i.e the color and the material the triangle is made of Assimilation and adaptation work with the environment that the child faces at different levels of cognitive activity). When the child finds himself that he can grasp anything he sees, everything he sees becomes appreciable (the grip will be his representation), as for catching large objects.

It needs to use two hands, while it is enough for the individual to bend the fingers of one hand to catch smaller things (sicma adaptive), and this applies to the thinking of scientists and researchers whose theories begin with the level of representation structures and then adapt to different situations, and for cognitive development, adaptation refers to modification and change The internal cognitive structures of the individual to match reality. When the learner realizes that the thinking pattern he uses contradicts the environmental phenomena, he works to reorganize it again, as this organization helps in the advancement and development of a high level of thinking, and the best example of this is the experience of children with shapes and sizes.

Children confirm that if the shape of plasticize ball (clay) changes to a shape that resembles swags, it becomes larger. However, this differs as he will hesitate between two decisions, namely that one of the two forms is greater than the other, and each of these two decisions depends on the dimension that the dimension perceives at a particular moment.. In the end, it is natural for the child to realize that neither of the two decisions can be correct, and this conflict Cognitive imbalance, which is called imbalance, leads the child to regulate his thinking (adapt). (Qatami, 2005: 260).

3-Equilibration: Balance like representation has its equivalent in biological balance, as the membership must perform biological functions to maintain a fixed internal mental level, and at the same time the membership is flexible and ready to receive environmental changes necessary for its survival and growth. And in determining the meaning of cognitive development It is assumed that balance means the continuity of self-control, which allows the child to grow, cognitive development and change while maintaining its stability.

Previous Studies

Studies that demonstrated intellectual immunity:

1-Al-Shammari study (2019): (Intellectual immunity and some of the intelligences and productive habits of mind among university students), and the purpose of this study was to reveal the level of intellectual immunity and some intelligences, and productive habits of mind among university students, according to the gender variable (males, females), and the variable of specialization (scientific, human), and the stage variable (first, fourth), as well as identifying the relationship between intellectual immunity, some intelligences, and productive habits of mind among students of Samarra University. Randomness, and to achieve the objectives of the research, the researcher prepared a scale of intellectual immunity and subscales of personal intelligence, social intelligence, and logical-mathematical intelligence from the Multiple Intelligences Scale, prepared by Walter Mckenzie (1999), and the Habits of Mind Scale produced by (Abdul-Wahhab and Al-Walely 2011).

The researcher used the appropriate statistical methods (chi-square, arithmetic and standard averages, Pearson correlation coefficient, Al-Faker and Nebach coefficient), and the results indicated that university students have a good level of intellectual immunity, and that they do not There are statistically significant differences according to the variable of gender and stage, as well as indicated that there is a statistically significant correlation between intellectual immunity and logical-mathematical intelligence and personal intelligence, as well as between intellectual immunity and the habits of the mind produced in the study sample. (Al-Shammari, 2019).

2-Al-Maghouli study (2019): (Indicators of intellectual immunity among Saudi university students in light of some contemporary challenges), and the purpose of this study was to reveal the indicators of intellectual immunity among Saudi university students in light of some contemporary challenges, according to gender variables (males, Females), and the first and fourth stage, and the sample consisted of (90) faculty members, and (300) male and female students from the university.

Facronbach coefficient, percentages in calculating frequencies, relative weight, t-test for two independent samples, and one-way analysis of variance test), and the results indicated that university students have a good level of intellectual immunity, and that there are no statistically significant differences between the responses of the sample members.

According to the gender variable (males, females), the specialization variable (Arabic language, Sharia, the media), and the stage variable (first, fourth) found in the study sample (Al-Mathawi, 2019).

3-Abdel-Barr's study (2019): (Optimism and pessimism and its relationship to intellectual immunity and positive behavior among secondary school students). The purpose of this thesis was to identify the relationship between optimism - pessimism, and both intellectual immunity, and positive behavior among secondary school students.

According to the gender variable (males, females), the sample consisted of (303) high school students. To achieve the research objectives, the researcher prepared a scale of optimism, pessimism, a scale of intellectual immunity, and the adoption of the Elham Brech scale (2015) for positive behavior. The use of statistical means (chi-square, Pearson correlation coefficient, Facronbach coefficient, factorial analysis), and the results indicated that there are no differences between males and females in the optimism-pessimism scale, and that secondary school students enjoy a high level of intellectual immunity, and that there is a relationship Positive correlation and a statistical function between optimism - pessimism and

positive behavior among secondary school students, as well as that secondary school students have a low level in positive behavior (Abdul Barr, 2019).

4-Al-Shammari study (2020): (intellectual immunity and its relationship to emotional intelligence and psychological cohesion among university youth), and the purpose of this study was to reveal the level of intellectual immunity, emotional intelligence and psychological coherence among university students, according to the gender variable (males, females).

The specialization variable (scientific, human), and the research sample consisted of (316) male and female students from the university. The researcher used statistical methods (Person correlation coefficient, chi-square, and t-test for two independent samples), as the results indicated that university students have a level of intellectual immunity, and that there are statistically significant differences between the responses of individuals according to the gender variable (males, female) and the variable of specialization (scientific, human) among the study sample. (Al-Shammari, 2020).

5-Salman's study (2021): (Professional stress and its relationship to the intellectual immunity of kindergarten teachers).

The purpose of this study was to identify occupational stress and its relationship to the intellectual immunity of kindergarten teachers, and the research sample consisted of (270) female teachers, who were selected by a simple random method. The researcher used statistical means (Pearson correlation coefficient, t-test for two independent samples, alpha-Cronbach equation, t-test for one sample), and the results indicated that kindergarten teachers are characterized by intellectual immunity, and that there is a weak relationship between occupational stress and intellectual immunity among kindergarten teachers.

Chapter Three

Research Methodology

Since the current research aims to identify self-awareness and its relationship to intellectual immunity among university students, so the researcher relied on the (relational descriptive approach). Organizing and expressing them quantitatively and qualitatively will lead to an understanding of the relationship this phenomenon with other phenomena, (Obaidat et al., 1992: 188).

Research Community

The community means: the group of things, elements, or individuals that the researcher seeks to generalize the results of his research to (Al-Daman, 2006: 16). 2021), and their number is (53928) male and female students, (22047) males and (31881) females, divided into (24) colleges, (8) colleges with humanitarian specialization and (16) colleges with scientific specialization, and table (1) shows this.

Schedule (1)

Number of Baghdad University students distributed by college and gender

College students preparation	Type		College Name	T
	femal	Male		
1185	377	808	medi	1
2872	1817	1055	Education (Ibn Rushd	2

873	674	199	Law	3
3423	3423	0	Education for girl	4
3050	1899	1151	Language	5
3771	2236	1535	Literatur	6
937	526	411	Political Scienc	7
4833	2587	2246	Islamic science	8
3712	1782	1930	Ibn al-Haytham's upbringin	9
2601	1182	1419	Fine art	10
1381	488	893	Physical Education and Sports Scienc	11
624	326	298	Veterinary Medicine	12
1562	1562	0	science for girl	13
4659	2406	2253	management and economic	14
472	472	0	College of Physical Education and Sports for Girl	15
1166	813	353	the pharmac	16
1171	829	342	dentis	17
3127	1129	1998	Engineerin	18
686	371	315	Al-Khwarizmi's engineerin	19
3835	2020	1815	agricultural engineering science	20
528	430	98	Nursing	21
2543	1456	1087	Medicin	22
979	583	396	Canadian medicin	23
3938	2493	1445	Science	24
53928	31881	22047	Total	

The Research Sample

The sample is a part of the community in which the study is being conducted, chosen by the researcher to conduct his study on it, according to special rules; In order to properly represent the community (Al-Azzawi, 161: 2008). If the population is not homogeneous, then the best way to choose the sample is the stratified random sample (Al-Baldawi, 2007: 65), and to achieve the objectives of the research, (400) male and female students were selected, using the random stratified method and the equal method; They are distributed among (6) colleges from the University of Baghdad; Of them (200) males, and (200) females, and table (2) shows this:

Table (2)

Distribution of the research sample for the faculties of the University of Baghdad by gender

Total	College students preparation	**Gollege name**	**ت**

	femal	Mael		
68	34	34	Literature	1
68	34	34	language	2
68	34	34	Law	3
66	33	33	Baghdad Engineerin	4
66	33	33	algorithm engineerin	5
64	32	32	Science	6
400	200	200	Total	

Search Tools

Intellectual Immunology Scale:

After reviewing the literature, and previous studies related to the subject of intellectual immunity, the researcher saw it appropriate to adopt the intellectual immunity scale prepared by (Al-Shammari, 2019), due to the newness of the scale, and its application to university students, which is the same sample of the current research, and the researcher adopted in its preparation the integrative view of cognitive theories, which defined intellectual immunity as (an internal hypothesis system that represents a complex, dynamically interacting group of cognitive mechanisms that determines the individual's way of dealing with situations, and makes him employ his self-resistance, his independent thinking, stability in the way of dealing, and a distant view of things And events to produce a point of view, or a personal philosophy whose role is to prevent the individual from falling into error (Al-Shammari, 2019: 838).

The scale may consist of four dimensions, which are as follows:

1-Independent thinking: It is defined as the individual's ability to think independently of others, and in a way that differs from the way other individuals think about the problem at hand, or the situations he is going through and try to do things in an unconventional way, and do what he can't, or others ignore. It consists of (11) paragraphs.

2-The long view of things: It is defined as contemplation of long-term effects, and what is behind events, deliberation in judging matters, and the ability to anticipate them, to realize what they will lead to. It consists of (9) paragraphs

3-Self-theorizing: It is defined as the existence of a self-philosophy for the individual that he extracted from his own experiences that includes the way he sees as individual, unaffected by others, and characterized by being relatively stable, in dealing with life events and situations. It consists of (7) paragraphs.

4- Resistance: It is the ability to distinguish between different ideas, not accepting ideas that include negative effects, or new ideas that have not yet been scrutinized or tested, or not being affected by what harms the individual's deep-rooted convictions of concepts, values, habits, and others, and not being influenced by a position, or the status or condition of the sender of the idea. It consisted of (9) paragraphs (Al-Shammari, 2019: 841-842).

Virtual Validity

For the purpose of verifying the validity of the paragraphs of the intellectual immunity scale, it was presented in its initial form (36) to a group of experts in psychology (Appendix 5).

Clarity sample instructions and paragraphs:

The researcher conducted an exploratory study for the purpose of knowing the extent of the clarity of the paragraphs of the intellectual immunity scale and its instructions on a sample of university students, who were randomly selected from the original research community. Completion of the exploratory study and review of the answers, it became clear that the paragraphs of the scale are clear and understandable.

Statistical analysis of the paragraphs of the intellectual immunity scale:

A- Discriminatory power (for two extreme groups):

Psychological scales require calculating the discriminatory power of its items in order to remove items that do not discriminate respondents, and to keep items that distinguish between them. Glazer points to the need to choose the high discriminatory power, and to include the scale in the final image, because there is a relationship between the accuracy of the scale and the discriminatory power. (Conbach & Gleser, 1964, p.14).

For the purpose of extracting the discriminatory power of the paragraphs, the questionnaires of the members of the research sample of (400) were arranged in descending order from the highest degree to the lowest degree, and (27%) of the forms with the highest scores were selected, and (27%) of the forms with the lowest scores to represent the two groups the two extremes; In light of this ratio, the number of members of each group reached (108), and by using the t-test for two independent samples, to calculate the significance of the differences between the averages of the upper and lower groups for each item, where the results showed that all items were statistically significant, because their calculated t-value is greater than the tabular value of (1.96) at the level of significance (0.05) and the degree of freedom (214). Accordingly, the total of the items of the intellectual immunity scale is (36) items and the table (3) shows that:

Table (3)

The discriminatory power of the Intellectual Immunity Scale items using the two extreme groups

indication	T value	lower group		senior group		**T**
		standard deviation	SM	standard deviation	SM	
function	4.496	0.92553	4.1759	0.65567	4.6667	1
function	6.719	0.70668	4.1204	0.53753	4.6944	2
function	6.046	0.81027	3.7500	0.81027	4.4167	3
function	6.473	0.80690	4.2778	0.41383	4.8426	4

function	2.183	0.71671	4.5185	0.65329	4.7222	5
function	3.824	0.68516	4.1852	0.70226	4.5463	6
function	6.146	0.78185	3.9259	0.67569	4.5370	7
function	5.112	0.83016	3.7593	0.82030	4.3333	8
function	5.162	0.84785	3.9722	0.72934	4.5278	9
function	7.129	0.82828	3.9259	0.60516	4.6296	10
function	6.035	0.81946	3.9630	0.68529	4.5833	11
function	7.022	0.87715	3.8426	0.74530	4.6204	12
function	4.130	1.20343	3.5185	1.03051	4.1481	13
function	4.131	0.90511	3.8241	0.87359	4.3241	14
function	4.750	0.71107	4.2870	0.53753	4.6944	15
function	6.118	0.76727	4.0093	0.62707	4.5926	16
function	4.694	1.11455	3.3056	1.05901	4.0000	17
function	5.586	0.85360	4.0185	0.64180	4.5926	18
function	5.667	0.99983	3.4815	1.01733	4.2593	19
function	5.758	0.84785	4.0278	0.62403	4.6111	20
function	4.331	0.68529	4.0833	0.75223	4.5648	21
function	2.758	0.74443	4.3148	0.68529	4.5833	22
function	3.419	0.72266	4.3981	0.53753	4.6944	23
function	6.245	0.64128	4.3333	0.42710	4.7963	24
function	4.382	0.70355	4.4815	0.40623	4.8241	25
function	2.744	0.72987	4.5000	0.48542	4.7315	26
function	5.247	0.83219	4.2870	0.46577	4.7685	27
function	4.056	0.70870	4.2407	0.59499	4.6019	28
function	4.477	0.96615	3.6019	0.94867	4.1852	29
function	3.822	0.79524	4.2778	0.65798	4.6574	30
function	4.646	0.88030	4.1389	0.68982	4.6389	31
function	3.339	0.86086	4.3148	0.62893	4.6574	32
function	4.476	0.70324	4.3056	0.59999	4.7037	33
function	4.094	0.73176	4.3148	0.59039	4.6852	34
function	2.585	0.77585	4.4259	0.63876	4.6759	35
function	2.110	1.23747	2.9630	1.46175	3.3519	36

B- Relationship of the degree of the paragraph with the total degree of the scale:

It is to extract the correlation between the degree of each paragraph of the scale, and the total degree. The researcher used the Pearson correlation coefficient, as the results showed that the correlation coefficients for all paragraphs are statistically significant when balanced with the tabular t-value (0.098), the significance level (0.05) and the degree of freedom (214), and Table (4) shows that**:**

Table (4)

Statistical analysis of the paragraphs of the intellectual immunity scale using the method of paragraph degree relationship to the total degree

Values correlation coefficien	Number Paragraph	Values correlation coefficien	number Paragraph
0.496	21	0.487	1
0.553	22	0.543	2
0.576	23	0.529	3
0.600	24	0.535	4
0.463	25	0.398	5
0.512	26	0.589	6
0.515	27	0.576	7
0.548	28	0.568	8
0.473	29	0.466	9
0.600	30	0.555	10
0.555	31	0.559	11
0.456	32	0.557	12
0.536	33	0.429	13
0.533	34	0.434	14
0.420	35	0.576	15
0.265	36	0.579	16
	-	0.440	17
	-	0.540	18
	-	0.543	19
	-	0.532	20

D - The relationship of the degree of dimension with the other dimensions and the total degree of the scale:

This was achieved by finding the correlation between the scores of the sample members within each dimension of the scale, and the total score of the scale as well as the correlation of each dimension with the other, depending on the scores of the sample members as a whole. The t-table value of (0.098) at the level of (0.05) and the degree of freedom (398), and table (5) shows that:

Table (5)

The correlation coefficients of the degree of dimension with other dimensions and with the total degree of the intellectual immunity scale

Resistance	Self-endoscope	far view for thinking	independent thinking	The dimension
			1	independent thinking
		1	0.649	far view for thinking
	1	0.635	0.708	self -endoscope
1	0.707	0.595	0.631	Resistance

Stability:

The concept of stability is one of the basic concepts in the scale and it must be available in the scale in order for it to be usable (Al-Imam, 1990: 143), and that the purpose of calculating the stability is to estimate the scale errors and suggest ways to reduce them (Fayyad, 2017: 97). It also means objectivity in the sense that the individual gets the same score, regardless of who the statistician is applying the test.

The stability of the scale was verified in two ways:

1-The Facronbach Method:

The stability of the Intellectual Immunity Scale was calculated using the alpha-Cro-Nbach method, as the alpha-Cro-Nbach equation is one of the most common equations in calculating the stability coefficient, because it shows the strength of the correlation between the items of the scale. In addition, it gives evidence of the accuracy of the scale, and it is also called the (internal consistency coefficient) (Awda and Al-Khalili, 1988:355), and this method adopts the standard deviation of the scale, and the standard deviation of the single items. To achieve this, (100) questionnaires were adopted, and the Alpha Crow-Nbach equation was applied, where the scale stability coefficient reached (0.91), which is a high coefficient and can be relied upon.

2-**The Method of Retesting:**

The researcher applied the scale to the stability sample of (100) male and female students, then it was re-applied, after (15) days on the same sample. 92) degrees.

The final version of the intellectual immunity scale:

After conducting the psychometric properties of validity and stability on the intellectual immunity scale, the scale has become in its final form consisting of (36) items, where the independent thinking dimension includes the sequence of paragraphs (1-11), and the dimension of the far view of things includes the sequence of paragraphs (12-20), The dimension of self-endoscopy includes the sequence of paragraphs (21-27), and the resistance dimension includes the sequence of paragraphs (28-36), and thus the lowest degree of the scale is (36), the highest degree is (180), and a hypothetical mean (108).

Descriptive statistical characteristics of the scale:

Statistical indicators of the sample response scores have been extracted. Table (6):

Table (6)

Descriptive statistical characteristics of the sample members on the intellectual immunity scale T
Descriptive Statistical Characteristics Worth

Worth	Descriptive Statistical Characteristics	T
124.5900	Mean	1
142.5000	Median	2
144.00	Mode	3
17.02429	Std. Dev.	4
289.826	Variance	5
-0.222	Skewness	6
0.615	Kurtosis	7
105.00	Range	8
75.00	Minimum	9
180.00	Maximum	10

Chapter Four

Knowing the intellectual immunity of university students:

To achieve this purpose, the researcher applied the intellectual immunity scale to the research sample and after correcting the answers, the research sample obtained an arithmetic mean (142.5900) and a standard deviation (17.02429), while the hypothetical mean was (108). For one sample, it was found that the calculated T value (40.636) is greater than the tabular value of (1.96) at the level (0.05) and the degree of freedom (399), which indicates that the research sample is characterized by intellectual immunity, and table (7) shows that:

Table (7)

Arithmetic mean, standard deviation, hypothetical mean, and the calculated and tabular T-value of a sample of university students on the intellectual immunity scale

Indica-tion level	tabular value	Calculated T-value	hypothetical mean	standard deviation	SM	the num-ber	Type of the sample
0.05	1.96	40.636	108	17.02429	142.5900	400	University Students

This result confirms that university students enjoy intellectual immunity, and this can be explained according to the integrative cognitive viewpoints (Salman, 2021: 53-54). The cognitive works to form new cognitive structures in individuals, and this contributes to the formation of the intellectual immunity of the human being, and this result agrees with the study (Al-Shammari, 2019), (Al-Maghouni, 2019), the study (Abdul Barr, 2019), the study (Al-Shammari, 2020). Study (Salman, 2021).

Recommendations

1-Educational and university institutions should hold workshops, programs, courses, and seminars that provide students with methods and strategies that contribute to reducing the risk of intellectual deviation among students.

2-The universities' keenness to activate guidance centers to take care of students, and to provide them with expertise that qualifies them to confront intellectual deviation, and in an organized scientific manner.

3-That the Ministry of Higher Education and Scientific Research is keen to direct media institutions to include in their plans programs that emphasize protecting young university students from intellectual deviations that target their group.

Suggestions

1-Conducting a study on inductive-deductive thinking, and its relationship to intellectual immunity among university students,

2-Studying the relationship between intellectual immunity and social anxiety disorder among university students.

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