

Identifying the Intellectual Pollution and Emptiness of University Students with Unilateral Mental Personalities

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The aim of the study is to identify the intellectual pollution and emptiness of university students with Single Minded Personality, and to know the differences in the variables of the study according to the variables: Gender (male, female), scientific / human,. The sample of the study consisted of 400 male and female students from Al-Muthanna University for the academic year 2018-2019. The results of the study have revealed the existence of pollution and intellectual emptiness, and Single-Minded Personality in various degrees in the university students. The study also has found that there is a correlation between the two variables: gender (male, female), and the study specialisation (scientific, human). The study found that there is intellectual pollution and individual intellectual emptiness, and there is a contribution to the pollution and intellectual emptiness in the Single-Minded Personality of university students; based on these results, the researcher put forward a number of recommendations and suggestions.

Key words: *University students, Pollution and Emptiness, unilateral mental personalities.*

Introduction

What is faced by the university student as regards the challenges, frustrations, and obstacles is represented by the fact that the current generation of the university has lived an unstable period, manifested by the loss of security, the general threat and the physical and psychological pressures brought on by wars and crises resulting from politicians' errors, as well as the global immoral conflicts. All the types of the various social pressures and the deliberate absence of awareness and superficiality in cultural and educational programs have clearly affected the emergence of emptiness and intellectual pollution, and the single-minded personality of some individuals. These beliefs in extremist ideas, who assume to have full possession of absolute

truth lead, in turn, to the inability to coexist with the other, who sees in pluralism a source of wealth and closeness to arrive at the truth rather than the narrow opposing opinion. This calls for its exclusion or even liquidation because there is a relationship between the components of society and its conditions, and the intellectual emptiness, pollution, and the single-minded personality. This grows and forms according to the change of these conditions, components and requirements, alongside the prevailing state of psychological conditions in the community as a result of living the experiences of war, threats and crises. These have left psychological effects which do not disappear by the disappearance of their causes, but they remain latent to accumulate later on to take multiple forms of unpleasant emotions such as depression, fear, guilt, violence, tension, feelings of loneliness and lack of concentration (Al-Ansari,1998).

A study (Wakash,1985) has revealed that the distinctive character of the emptiness, pollution and the single-minded personality is represented by the escapist view of human ability to absorb and change the reality, and hence the negativity as regards expectations and results in poor dealing with the new. These qualities, of course, make that personality more violent and intolerant in the face of life situations as confirmed by a study of (Al-Qahtani,2007) in which it has been stated that the owner of this character tends to extremism and opposes the consistency of values of society, and they resort to the use of violence to remove what it considers contrary to their ideas and beliefs. It has also confused the emotional level alongside the ability to accept the ideas and opinions of others and those who represent power and authority.

Based on the above, the importance of the study can be summarised as follows:

The study has the practical benefit of helping decision-makers in the university administration to identify the types and levels of knowledge and motives behind the polluted, empty and one-sided behaviour of students and their intellectual rigidity; this facilitates setting up effective procedural plans to modify this negative behaviour and develop alternative patterns in favour of open and creative thinking.

It contributes to the construction and development of psychological and educational guidance programs aiming at rebalancing the personality of the university student to cope with the challenges and developments of the age.

This study and all the findings and proposals resulting from it, are considered a source for theoretical and field research providing a broader understanding of the subject, and strengthen the knowledge bases in this field making use of them as much as possible, and employing them appropriately in raising the scientific and academic level of university students in an attempt to support and prepare them before engaging in the work market.

Theoretical Background of the Subject

Intellectual Pollution: is one of the types of moral pollution which means the deviation in the intellectual behaviour of the individual. It has been observed that the extremist person is characterised by several qualities, which can be summed up in the loss of vision, inertia, rigidity and emotional superiority, and the inability to tolerate ambiguity, resorting to violence, intolerance of different opinions, beliefs and themes, psychological tension, etc. The logic we are adopting is the idea of "intellectual pollution" which is the logic of our living society, a reality which is witnessing the prevalence of a negative phenomenon. It did not constitute the aggravation of its size in this form and content, threatened by the existence of our privacy and the value of our cultural identity with the firm conviction that the available theories or ideas or meanings in educational, psychological and social literature, cannot be equivalent to the accuracy of the appropriate sense of this phenomenon, but they can be strengthening streams contributing to enlightening the meaning we are seeking in this study.

The study (Ofshe & Singer, 1986) has revealed that environmental determinants, social pressure, and influence in a person's mental representation are key pillars that can help pollute an individual's thoughts, adjust and shape the intellects.

Intellectual Emptiness: this refers to the lack of knowledge of the individual enough to distinguish between right and wrong, and to be immune against falling into the traps of the people of intellectual intolerance, intentions and ends. This category of people have the ability to participate and interact with others and these people, in the case of excitation and incitation against one party, can take things seriously, hurriedly and rashly without the slightest thinking or exerting any effort for investigation. This is due to the fact that these people do not realise the true value of their hearts and minds, and deliberately "rent" them to others who stuff them with what they want with no objection on their parts. They are also very much willing to surrender to their leaders who have full control over them unconditionally (Jaber, 2004).

This is represented in the absence of the human mind of thought and consciousness, and this means the mind of the human in this case is completely sound but it has not been exploited and made use of in an appropriate manner. Emptiness is a social phenomenon that has emerged clearly in our time and has been linked to and exploited by extremist hardliners who have a strong desire to exclude others. They are the only ones who are able, in their view, to understand the facts, and they have a one-sided view and, therefore, facts for them have only but one side and the life path for them has one direction in their vision; those with extremist ideology hold doctrinal and intellectual ideas and have convictions which they do not want to give up and abandon.

A Single-Minded Personality: This refers to a set of cognitive and moody features that constitute a consistent behaviour opposing to accepting diversity, rejecting alternatives and avoiding the new, moving according to strict pathways, and mentally and moodily prepared to being preoccupied in one subject at a time, so that it is difficult to convert it from a specific mental activity to another. Such a person isolates oneself from his/her community and dedicates himself to narrow and specific objectives that correspond to this characteristic of thought (Mansour & Hafni,1994). A study by Cown & Thompson (2009) has found that the single-minded personality showed that personality factors related to the constant mental orientation included inefficiency of productivity, lack of imagination and incompetence, inability to understand complex relationships, and general cessation of emotional expression with respect to both rich internal creativity and interaction with external environmental reality; this is associated with feelings of uncertainty, as well as low motivation and intelligence, academic success, strict handling, a sense of futility of serious dialogue with others, and participation in speaking based on a limited number of principles and concepts. The results of the study (Al-Rubaie, 2008) showed that the single-minded personality has mental preoccupation, which is characterised by mental closure that prevents its owner from being mentally preoccupied with more than one subject at a specific time.

This mental orientation deviates from the proper mental and logical approach and proceeds in closed mazes. It is like a mouse that trains to walk in a closed labyrinth, where it starts from its beginning to its end quickly and accurately without looking for new paths, or stops a little to diversify the choices. It starts spontaneously and does not need to change its direction, it does not make a mistake and does not slow down the march, as he sees only one related tunnel to achieve his goal, and sees only half the truth and obscures its owner of the other half; the owner of this mentality cannot be aware of the richness of alternatives, diversity and contrast; it follows a consistent and rigid line in the work habits or methods of thinking, innovation and attitudes towards ideas, opinions, beliefs and other life matters. This intellectual pattern is not useful for dialogue or debate. It is difficult to change and modify; it cannot recognise the grey-white-black degree. It lacks flexibility, tolerance and acceptance of other's opinions. It has a closed vision on issues and problems, whether on the personal or general level, where the total inability to absorb what is happening around him/her in the world of extreme events and how to confront them; this personality is extreme to a high degree in its intellectual beliefs in terms of exclusion of the other opinion in various ways and means available, from hostility and the total rejection of coexistence and compatibility. This leads the person to multiple paths of extremism, terrorism, mistrust and prejudgment of other ideas or opinions and the inclination to use force to remove what they see as contrary to their ideas and beliefs. This reflects a troubled emotional level that leads to renouncing others who violate them (Al-Rubaie,2008).

The researcher believes that pollution, intellectual, emptiness and the single-minded personality are characteristics of the human personality that is not inherited by man but



gradually acquired over days and years through education and socialisation. The family, the school and the community contribute together to sow the seeds of these personal traits, and are interpreted through the Belief System Theory, a leading theory in the interpretation of personality traits. This theory was introduced by the scholar Milton Rokeach, where it is supported by many researches and studies, based on the concept of intellectual inertia of the personality (intellectual dogmatism). Here personal thinking is characterised by sluggishness and relative stagnation and resistance to change, is not likely to tolerate ambiguity or confusion and cannot accept the ideas of others or understand them. The responses are characterised by either absolute acceptance or absolute rejection of ideas or others; such a behaviour can appear with any ideology regardless of its content, in which case it is considered an authoritarian view of life and intolerance of agents of opposing beliefs while tolerating those with similar beliefs (Rokeach,1980).

Method of Study

The researcher used the descriptive approach. The study specimen consisted of 15 faculties from Muthanna University for the academic year 2018/2019, with a population of 5385, of whom 2589 were male and 2796 female, and it was distributed according to the variable of sex and field specialisation. The study was conducted on a sample of 400 male and female students from Muthanna University, which was chosen according to the proportional method. As shown in Table (1):

Table 1: Individuals of the research sample according to variables: sex / specialisation

S	College Name	Specialisation	Males	Females	sum	P
1	Medical	Scientific	5	5	10	3%
2	Dentist		5	6	11	3%
3	Veterinary Medicine		4	4	8	2%
4	The pharmacy		4	4	8	2%
5	Nursing		4	4	8	2%
6	Engineering		9	9	18	4%
7	Science		14	16	30	7%
8	Pure science education		9	7	16	4%
9	Physical education sciences		6	4	10	2%
10	Administration and Economics		16	30	46	11%
11	Agriculture		22	15	37	9%
Total students of scientific colleges					202	49%
12	Education / Humanities	Humanitarian	40	45	85	21%
13	Basic Education		26	43	69	18%
14	Law		9	14	23	6%
15	Literature		13	8	21	6%
Total of students of humanitarian colleges					189	%51
Totality					400	100%

Study Tools: The researcher has established the standards of the present study after studying the literature and drawing on the theoretical frameworks of the study variables, in addition to reviewing some of the standards used for measuring some variables related to them. The researcher concluded that these standards do not meet the purpose of the current study, and the variables that address them. Based on the above, the researcher started to construct the study criteria according to the basic considerations in the construction of psychological tests which are:

Definition of Concepts: The researcher has defined the concepts of the study depending on the theory of Belief Systems of Milton Rokeach and in line with the objectives of the study.

Determination of the Dimensions: In the light of in-depth research in the theory adopted by the researcher, he has derived a definition for each dimension of pollution, intellectual emptiness and single-minded personality, after reviewing the literature and previous education related to them.

Formulating the Paragraphs of the Study Criteria: After defining the dimensions of the study measures, the paragraphs of these definitions were derived in a manner commensurate

with the nature of each dimension of those measurements. Twenty eight paragraphs were formed and divided into two dimensions, out of which the intellectual pollution scale was constituted and these are : Cognitive Disability and negative thinking, while the measure of intellectual emptiness consisted of 26 paragraphs divided into three dimensions: cognitive, educational, social, whereas the measure of the single-minded personality consisted of 34 paragraphs divided into four dimensions (isolationism, exclusiveness, fanaticism, and authoritarianism).

Validity of the Paragraphs of the Study Standards: The paragraphs of the scale were presented in their initial form before 20 specialised arbitrators in the educational and psychological sciences (Appendix 3); they expressed an opinion on the validity and proper formulation of the paragraphs of the standards and their suitability to the dimension to which they belong, and the researcher used Chi-Squared Test for one sample. The results showed that the calculated value ranged from 8.04-20 for the measurement of intellectual pollution, while they ranged from 10.71-20 for the measure of intellectual emptiness, and they ranged between 10.70-20 for the scale of the single-minded personality; this was higher than the tabular value of Chi-Squared Test at the level of significance of 0.05 and the df 1. This means that no paragraph of the study criteria has been deleted.

The Survey Application: The criteria were applied to a random sample consisting of 40 male and female students, 20 students from the humanities specialisation and 20 students from the science specialisation at Muthanna University. The instructions were understood and the paragraphs were clear in terms of formulation and meaning. The time to answer was between 20-35 minutes.

The Statistical Analysis of the Paragraphs: the researcher chose of paragraphs with high discrimination power and included them in the scale in its final form and deleted the paragraphs that did not distinguish between individuals in the measured attribute (Cronbach, 1970). The methods of the discriminant validity and internal consistence (the relation of the degree of the paragraph to the total degree of the dimension to which it belongs) is considered one of the appropriate procedures in the process of analysing the paragraphs of the study standards as follows:

Discriminant Validity: The use of the t-test for two independent samples to test the difference between the upper and lower groups.

The researcher adopted a number of forms which amounted to 135 for each group, i.e., the number of analysed forms amounted to 270 forms for each of the measures (pollution, intellectual emptiness and the single-minded personality). The paragraph is distinguished if the measured t-test value is higher than the tabular t-test value. After the application of the t-test

for two independent specimens for the test of the difference significance between the upper and lower groups on each of the paragraphs of the study measures, the results of the analysis of the paragraphs of the study showed that all the calculated t-test values are below the level of significance (0.05) and the df (268), thus not deleting any of their paragraphs.

The Relationship of the Degree of the Paragraph to the Overall Degree of the Scale

To achieve this, the researcher used the Person Correlation Coefficient to extract the Correlation Coefficient between the degree of each paragraph of the research criteria and the total score of the form of the members of the sample, and it has been found through this procedure that all paragraphs of the study measures are linked to the total degree of the scale statistically at the level of 0.5 and the tabular value was 0.05 at the df of 498.

The Relationship of the Degree of the Paragraph to the Total Degree of the Dimension to Which It Belongs

For the purpose of verifying that the paragraphs of each dimension are expressed according to the Pearson correlation coefficient, between the learner's grade on the paragraph within its dimension and its overall degree on this dimension; this means that the calculation of the total score for the members of the study sample, is according to dimensions of the scale Calculation of the Pearson correlation coefficient between the scores of these individuals on each paragraph and the total score of the dimension to which they belong. All correlation coefficients were statistically significant at 0.05 and the df was 498, because all correlation coefficients were greater than the value (0.11); thus the intellectual pollution has become in its final formula consisting of 28 whereas the measure of intellectual emptiness has reached 26 paragraphs, while the measure of the single-minded personality has mounted to 34 paragraphs.

Validation: The researcher used several methods to extract honesty, as follows:

- 1-Face Validity: realised by presenting the standards of the study in one file on a group of arbitrators specialised in educational and psychological science.
- 2-Logical Validity: This type of truthfulness is achieved by measuring the precise and clear definition of the concepts of the study.
- 3-Construct Validity: This was achieved through the researcher's attempt to extract the power of discrimination and internal consistency (correlation coefficient between the degree of each paragraph and the total degree of the standards of study).

Reliability

This has been achieved for the standards of the through: Reliability by means of Coefficient Alpha-Cronbach: The coefficient reliability for the intellectual emptiness was 0.84 and the reliability factor for the first dimension i.e. "surface thinking" was 0.83, while the second dimension was "cognitive deficit" (0.80). The values of the stability coefficients for the internal dimensions of the scale were calculated. The cognitive dimension was 0.85, the educational dimension was 0.86 and the social dimension was 0.88. As for the scale of the single-minded personality, the value of the coefficient of stability of the total scale was 0.86, the values of stability coefficients for the internal dimensions were also extracted at 0.85 for the exclusiveness dimension, the fanaticism dimension was 0.88, and 0.86 for the inclusiveness dimension and the obsession dimension was 0.74, and all indicate that they are acceptable and good in the reliability measure according to the equation of Alpha-Cronbach.

Results

The identification of the intellectual pollution of the university students: The t- test was used for one sample. The calculated t-test value was 20.93. When compared with the table value of 2.57 at the level of 0.001, and the df 399, it was statistically significant in favour of the arithmetic average of the research sample. This means that university students have intellectual pollution, alongside the dimensions it contains, as shown in Table 2:

Table 2: Identification of intellectual pollution and its sub-dimensions (n=400)

S	Dimensions	Number of scale paragraphs	Mean	S. D	Theoretica l median	value T	Sig
1	Negative thinking	14	49.48	8.581	42	17.434	0.001
2	Cognitive Disability	14	47.67	6.698	42	16.929	0.001
Total		28	97.12	12.54	84	20.935	0.001

This result is contrary to the expectations and aspirations of the researcher and perhaps it is explained that this is due to the existence of some of the reasons and factors that led to an intellectual pollution in a significant way among university students. These reasons and factors have different political, social, cultural and economic aspects related to the environment and conditions of students in general, especially as regards the psychological and social instability, the feeling of a lack security and the great anxiety and frustration as a result of the conditions experienced by the Iraqi student, with particular reference to the learning and teaching methods at the university, where there is a lack to direct social communication and focuses on the traditional way of communicating knowledge.

The differences of statistical significance were shown in the intellectual pollution of the university students according to the variables: Gender (males, females) and the specialisation (science, humanities), where the analysis of binary variance has been applied, and the extraction of the arithmetic mean, and the results were shown in Table 3:

Table 3: Test the identification of differences in intellectual pollution according to gender and specialisation

Source	S. S	df	M. S.	F	Sig.
R. gender	120.959	1	120.959	0.765	0.382
C. Study specialisation	12.590	1	12.590	0.080	0.778
R*C	20.428	1	20.428	0.129	0.719
Error	62600.135	396	158.081	-	-
Total	3836253.000	400	-	-	-
Corrected Total	62752.498	399	-	-	-

a. R Squared = .002 (Adjusted R Squared = -.005-)

The statistical treatment in Table 3 indicates that there are no statistically significant differences in the degree of intellectual pollution among university students according to the gender variables (male, female), the scientific specialisation, and the interaction of the sex variable with the academic specialisation. The Alphanumeric value mounted to less than the value of the table at the level of significance (0.05) and the df (1-396). Through the overall view of the results of differences in intellectual pollution among university students according to gender and science specialisation, we find that there are no differences of statistical significance for each, that is, everyone lives within a single cultural framework, and there is no likely variance that gives prominence over another variable, with reference to intellectual pollution. Everyone is in the circle of the mechanisms of intellectual influence in one cultural centre, which takes place through one social community such as the family, the university and colleagues. These mechanisms may be in the form of specific opinions, ideas, beliefs or patterns of behaviour that describe what the individual in different situations should do (Al-Haqafi, 2007).

Identifying the intellectual emptiness of university students: The t-test has been used for one sample. The calculated t-test value was 20.406, which is greater than the t-test value of 2.576 at a level of significance 0.001 and the df 399. This means that there is a statistically significant difference between the mean of the research sample on the intellectual emptiness scale and the mean and for the average of the research sample. This indicates that the students of the university suffer from intellectual emptiness in varying degrees and dimensions, and the results were shown in Table 4:

Table 4: Identification of intellectual Emptiness and its sub-dimensions (n 400)

S	Dimensions	Number of scale paragraphs	Mean	S. D	Theoretical median	T- value	Sig
1	Cognitive	10	34.305	6.660	30	12.928	0.001
2	Education	10	36.772	6.188	30	21.886	0.001
3	Social	6	19.355	3.091	18	8.766	0.001
Total		26	90.432	12.18	78	20.406	0.001

This result indicates that the members of the research sample have an intellectual emptiness. This is due to the harsh academic and life difficulties faced by the university students, which made it difficult to control or overcome, and some experienced repeated failures that led to frustration, despair and surrender and finally to the existence of emptiness in the intellectual system of university students; also there was a feeling of some of them of oppression, social injustice, poverty and unemployment, and the inability to change these conditions especially when some were expecting after the events of 2003, to enjoy stability, security and prosperity; instead they were faced with more violence, chaos and displacement, lack of security in the absence of law, deterioration of the economic situation, and the spread of corruption. Accompanied by unemployment and poverty, and the migration of young people, this all led to a feeling of frustration, surrender and acquisition of deviant intellectual behaviour.

Identifying the differences of statistical significance in the intellectual emptiness of the university students, were determined according to the variables: sex (males, females). specialisation (science, humanities). The analysis of the binary variance and the extraction of the arithmetic mean were applied. The results were shown in Table 5:

Table 5: Test the Identification of differences in intellectual emptiness according to sex and specialisation variables

Source	S. S	df	M. S.	F	Sig.
R. gender	123.847	1	123.847	0.830	0.363
C. Study specialisation	9.941	1	9.941	0.067	0.796
R*C	13.450	1	13.450	0.090	0.764
Error	59094.679	396	149.229	-	-
Total	3330455.000	400	-	-	-
Corrected Total	59240.178	399	-	-	-

a. R Squared = .002 (Adjusted R Squared = -.005)

Table.5: shows that there are no statistically significant differences between the average scores of the sample according to the sex variables (males, females), and the academic specialisation (science, humanities) as well as the interaction of sex (males, females) with specialisation (science, humanities), where the calculated alphanumeric value is less than the value of the

scale at 0.05, and df 1.396, indicating that the males do not differ from females in the degree of intellectual emptiness; this may be attributed to the fact that despite the obvious differences between individuals, which is explained according the similarity of the social and cultural climate in the university environment where the student lives, which led in its turn to the absence of a difference between the students according to the variables of sex and academic specialisation.

Identifying the single-minded personality within the university students: The researcher used a t-test for one sample and found that the calculated t-test value was 21.16, which is greater than the t-test value of 2.576 at the level of significance 0.001 (399). This means that there is a statistically significant difference between the mean of the research sample on the single-minded personality scale, and the mean and the average of the research sample. This indicates that the university students are characterised by a single-minded personality to varying degrees and dimensions as shown in table (6):

Table 6: Identification of Single- Minded Personality and its sub-dimensions (n = 400)

S	Dimensions	Number of scale paragraphs	Mean	S. D	Theoretical median	Value T	Sig
1	Shutdown	8	27.792	5.039	24	15.05	0.001
2	Exclusion	10	35.762	6.910	30	16.67	0.001
3	Intolerance	10	33.575	4.889	30	14.62	0.001
4	Authoritarianism	6	19.902	4.131	18	9.20	0.001
Total		34	117.03	14.20	102	21.16	0.001

This result explains that university students are characterised by a single-minded personality represented in closed thinking on cultures, rejecting pluralism in narration, asserting that the truth has one face, and that the problems have typical, traditional solutions that do not differ among them.

These abnormal characteristics meet within some students to form a consistent behaviour of cognitive and temperamental qualities that oppose acceptance of diversity, avoid friction with the new or the unknown, and ensure certainty and experience, with a strict authoritarian vision, opposition to a change of thinking, dedicated narrow goals and a limited horizon. The researcher believes that the exposure of students to psychological, social, economic and cultural difficult conditions have contributed to the emergence of the pattern of the single-minded personality that rejects any attempt to change the course of all social, cultural and political affairs.

Identifying the differences in the statistical significance of the single-minded personality of the university students according to the variables: sex (male, female), specialisation (science, humanities): The binary analysis has been applied and the computational means were extracted. The results are as follows:

Table 7: Test the Identification of the Single-Minded Personality according to gender and specialisation

Source	S. S	df	M. S.	F	Sig.
R. gender	437.337	1	123.847	2.164	0.142
C. Study specialisation	0.261	1	9.941	0.001	0.971
R*C	2.204	1	13.450	0.011	0.917
Error	80018.593	396	149.229	-	-
Total	5558868.000	400	-	-	-
Corrected Total	80459.640	399	-	-	-

The statistical treatment in Table 7 indicates that there are no statistically significant differences in the degree of the single-minded personality among the university students according to the gender variables (male and female), the academic specialisation, and the gender interaction with the academic specialisation where the alphanumeric value was less than the tabular value at the level of significance $0.05=)$ and the df 1.396. In general, there are no differences in the single-minded personality of university students according to gender and scientific specialisation. The reason is that everyone lives within a single social-cultural framework, and there is no difference between the two.

The correlation matrix shows the difference between intellectual pollution and emptiness, and the single-minded personality, and the extent of contribution of both intellectual pollution and emptiness to the single-minded personality within the university students.

The researcher has used the statistical method of analysing multiple regression, calculating correlation coefficients using the Pearson correlation coefficient, and then selecting the statistically denoting variables that contribute to the single-minded personality. It has been shown that the variables of intellectual pollution and intellectual emptiness contribute to the single-minded personality, as shown in Table 8:

Table 8: Analysis of the Multiple Regression Variation of the Total Determination Factor Value (n=400)

Correlations	Single Minded	Pollution	Emptiness
Pearson Correlation Single Minded Personality	1	0.960**	0.945**
Sig. (2-tailed)		0.000	0.000
Pearson Correlation intellectual pollution	0.960**	1	0.991**
Sig. (2-tailed)	0.000		0.000
Pearson Correlation intellectual emptiness	0.945**	0.991**	1
Sig. (2-tailed)	0.000	0.000	

** . Correlation is significant at the 0.01 level (2-tailed)

While the value of the total determination factor 0.92 was R^2 , and the value of the total determination factor (0.92), R^2 was subjected to the multiple regression analysis equation, the calculated alphanumeric ratio was 2389.676, which is greater than the value of the absolute table rate of 2.995, 397-2, which is statistically significant at the level of 0.00, as shown in Table 9:

Table 9: Analysis of the Multiple Regression Variation of the Total Determination Factor Value (n 400)

Model	Sum of Squares	df	Mean Square	F	R Square	Sig.
Regression	74288.792	2	37144.396	2389.676	0.923	0.000 ^b
Residual	6170.848	397	15.544			
Total	80459.640	399				

a. Dependent Variable:

b. Predictors: (Constant),

The value of the standard regression of the intellectual pollution variable (1.470), and its statistical significance, was a t-test of 12.465, which is statistically significant below 0.001.

The value of the standard regression amounted to 0.398 degrees and its statistical significance; the t-test value was 3.281, which is statistically significant at the level of 0.001. This indicates that the variables of intellectual pollution and intellectual emptiness contribute 92% of the effect on the degrees of the variable of the single-minded personality, and 8% of the class is attributed to other factors as shown in table 10:

Table 10: Regression coefficients for variables (intellectual pollution and intellectual emptiness) in the degrees of the Single-Minded Personality variable

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	10.238	1.586	-	6.453	0.000
Pollution	1.470	0.118	1.299	12.465	0.000
Emptiness	0.398	0.121	0.342	3.281	0.001

a. Dependent Variable

This means that there is a correlation between the three variables "intellectual pollution and intellectual and individual mental emptiness". There is a high contribution to the variables of intellectual pollution and intellectual emptiness in the single-minded personality within the university students. The researcher finds that this result is consistent with the nature of the theoretical framework and previous studies. The Bayoumi study (1993) asserts that the characteristics of the single-minded personality are contained in the pollution and emptiness of thought in character traits such as ego weakness and extreme forms of behaviour such as methods of extremism in conduct such as fanaticism, exclusiveness and aversion.

Recommendations

Based on the findings of the study, the researcher recommends the following:

- Develop preventive guidance programs focusing on experiences that will reduce the level of pollution, emptiness and the single-minded personality within university students.
- Pay attention to the factors affecting the emergence of pollution, the emptiness of thought and single-minded personality, and work to know the most appropriate means that can be followed to immunise university students against the polluted thought of the extremist.
- The family should pay attention to raising their children in a liberal, and tolerant manner, and keeping off the methods of extremist authoritarian education.
- The need to provide a university regulatory environment with an atmosphere of intellectual openness and respect for the opinion of others.



Suggestions

In order to complete the desired benefit of the study, the researcher suggests the following:

- Conducting a study to identify the relationship of extremism to pollution and intellectual emptiness within university students.
- Conducting a study identifying the relationship of cognitive deficits to pollution and intellectual emptiness.



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