

Academic Integration and Its Relationship to the Creative Environment Recognized by the University Students

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Abstract

the current research aims at identifying:

-1 academic integration with the University students.

-2The students of the University are subject to the differences in academic integration according to the variables, gender (male-female), specialization (scientific-human), and the second-fourth (second-fourth).

(3) the creative environment recognized by the students of the University.

4The students of the university are aware of the differences in the creative environment according to the variables, gender (male-female), specialization (scientific-human), and the second-fourth (second-fourth)

.5 The relationship between academic integration and the creative environment recognized by university students.

The current research was limited to a sample of 400 students from Al Qadisiyah University (Scientific-Humanist), second-fourth, and to the morning study of the school year (2018-2019) selected in the stratified mannerchapter oneThe problem of research the University is the first foundation for the development of society in all its manifestations and the subject of education is of great value in the life of Nations because it relates to the building of minds and the empowerment of souls, it is particularly important because the university is the constant pillar of the rise of Nations. This confirms the prominent role played by universities in achieving a great deal of development and progress, as a university activity today, which is no longer limited to theoretical studies alone, but extended to applied studies and modern arts. Due to low levels of student achievement, high levels of mishaps and a high level of student dropout (Fredrick et at; 2004) The lack of credibility among students leads to a lack of integration among students, and many psychologists emphasize that the low level of academic integration among students is rarely met by low educational attainment and many other ecological problems such as boredom and leakage

keywords academic integration, the creative environment recognized

Introduction:

The importance of research

Our time is witnessing rapid scientific and intellectual developments and changes due to the rapid advances in knowledge, the revolution in information and communication, the development of different information systems and networks, as well as the infinite changes in social, economic and political aspects, including

wars and armed conflicts, which our society is exposed to. The impact of all this on all spheres

of life, which would threaten the balance of society and be subject to disequilibrium and mutation, is the result of the vast amount of successive changes in all fields, thereby confusing and altering the features of cultural and social construction. The social life we live is the result of interactions among the members of society, and the learning process is an important

and meaningful social process, based on its community's article because it continues to work with the human being, the learning process cannot play its proper role without the ability to engage the individual and the environment in which it exists. The ability of a university student to adapt to their university life is linked to their academic integration and efficient task management, and this is positively reflected in their performance in the classroom (Collie, Halliman&Martin, 2017).

Most researchers emphasize that the low level of academic integration leads to a decline in future academic attainment and many problems such as leakage and paralysis (reeve&Tseng,2011) and a Fall&roots,2012 study to verify the assumption that student perceptions of different types of social context and system self-interaction influence student integration and contribute to decision-making. Drop out of school. The results of the Veiga study (Veigaet at,2015) also show that the relationship between self and academic integration is different throughout childhood, meaning that student integration varies by age. Student integration has also become a goal that we hope to strengthen students' abilities to.

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learn how to learn in a science-based society (Gilber, 2007) the study (Ramos-Diaz Eat.2016) has shown that family support and peer support have an impact on school integration and mentions both (Skinner, Kindermann&Furrer, 2009) Academic integration is an indicator of positive performance and social adaptation (Veiga et at ,2015) The researcher found that academic integration between students and each other Makes the student more able to face problems, challenges, and support The continuing access of students, whether from family or companions Teachers influence academic development and further improve the concept of self Students are more integrated

The student still needs to receive support and appreciation from his or her classmates. It contributes to personal growth and helps solve environment-related problems (Bunk&Hoorens, 1992) as it lives from the outset affected by its

surroundings, and this impact process results in a pattern of mutual interaction that delineates the individual's boundaries by looking at and partnering various environmental events (Witkin&Goodenough, 1981) Thus, it is obvious that the perceptive environment offers a range of conditions that lead students to develop personality components within the family, school and university, and this is emphasize the study of "Amabile et at 1996", which pointed to the extent to which these factors influence in terms of the principle of motivation. The importance of a more conscious creative environment (percivedCreative Environment) is highlighted by a range of studies, including Kirk's study (Kirk,1985) which pointed to continued care for individuals by providing an appropriate environment that includes cultural, social, and educational stimuli that helps to increase intelligence (Youssef, 1993). Panama has shown that the study of Carg,1958 and Hilgard (Hilgard,1959), which indicated that the difference in performance in solving problems or fulfilling the duty cannot be attributed to intelligence and cognitive preparations, but rather a reflection of other personal variables such as environmental factors. The role of the individual in giving self-confidence, perseverance, control, control of emotions and discipline by acting and focusing on tasks and non-dispersal is great, as all these characteristics contribute to the formation and field of the personality of the competent individual (Huwaiddi 2004).

Thus, the theoretical and applied importance of the current research can be derived, as follows:

1 providing researchers with clarification of the form of the correlative relationship between academic integration and the perceived creative environment of university students.

2 the topic of research is one of the topics that are in harmony with scientific progress and technological development that the current era is witnessing.

3 The study is a modest addition to the educational and psychological heritage in terms of the modern academic integration of the academic integration

Highlight applied importance

1- The first step is to build a new and more advanced ,and new technologies

2- The study also provides a useful insight into the student psychology and how students can address the information

3- the current research is to draw the attention of counselors to the importance of developing a mentoring program to inform students about the nature of university life and how students can integrate with each other.

search

The current research limits are determined by the students of the University of Qadissiya in the primary morning and from specialization (scientific-human), and the second-quarter (male-female) for the academic year 2018-2019.

limits

Defining the terms

first: Academic engagement is that concept that includes the following dimensions: Cognitive knowledge dimension, refers to student use of advanced learning strategies, emotional dimension of emotional, and refers to student feeling of enthusiasm, interest, lack of sense of anger, paralysis, and anxiety. The Behavioral dimension refers to participation in learning activities such as effort, perseverance, and cognitive interest (2011 reeve&Tseny,

The procedural definition as the overall degree to which the responder receives during their response to the paragraphs of the academic integration measure prepared in the research II: The recognized creative environment Perceed Creative Environment Rochka (1989) defined it as the conscious, direct, personal, social and physical context surrounding it and the influence of individual behavior and ability to perform creatively, which is the conscious internal environment of creativity, and the conscious external environment of creativity (Rochka, 1989).

The procedural definition is the responder's answers to the Creative Environment scale paragraphs Be aware of their answer to the scale elements

chapter two

Academic integration has begun to focus on academic integration into pedagogical literature

since mid-1990 and fundamentally in 1984 when it was proposed when Alexander Austin proposed the developmental theory of university students focusing on the concept of integration and defined inclusion as the amount of psychological and physical energy a student exerts in academic proficiency (Astin, 1984). The introduction of the "Skinner, Welborn,&Connell;1990" refers to the student's initiative to exert effort, interaction, and persistence in the school work as well as his or her emotional state during the learning activities. Both Chrstinson, Reschly, Appleton &Varro,2008 indicate that academic integration has identified students' preoccupation with education, identification at school, participation in the institutional environment, and initiative in activities to achieve results (Alrashidi, Eetal,2016) so academic integration is three dimensions and points out (Fredrlek Eat, 2004) The academic integration is the general building that includes cognitive integration, emotional integration, and behavioral integration (Fredrick&McColskey,2012)

II:-the perceptive creative environment Perceived Creative Environment

every individual from the community's members has the potential to be a creative human, but these capabilities are not realized for all members of society, many of whom are not They have enough awareness to realize these capabilities or are not trained on their conscious creative talents. Interest in the potential of innovation has increased since Gilford, 1967, introduced his theory of the environment of reason, which called creativity a type of Persian thinking (Guilford, 1959). It can be noted that innovation is the product of the individual's outcome, as is recognized by the level of the external and internal climate, where most of the creative people see Rochka 1989, Rhodes 1987 and Sterenberg 2005. We have conceived creativity as a broad concept involving interactive dimensions and can define the concept of creativity in four key areas: The creative process, creative production, creative character, and conscious creative environment (Rocha, 1989).

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The researchers concerned with studying the creative environment that individuals are aware of their operations and psychological conditions, because such processes are reflected in the creative identity of the individual, as a result of the changes in both motivation and the environment, and so Rochka, Sternberg and Prof are deliberately trying to identify the aspects of the creative environment. The two aspects of each were defined in terms of the individual's understanding: The internal environment that is aware of creativity, and the external environment that is aware of creativity (Bruch, 1988).

Amabile, 1966 introduced the theory of creative environment, which is indirectly aware of the impact of internal and external assessments on innovation and proposed four key factors to tell us why some individuals have more creative products than others? Knowledge of the individual in the field, processes related to creativity, social environment, individual intrinsic motives. The scientist Sternberg and Lobart, 1991, introduced his theory of innovation called the theory of collaboration, and assumed that creative individuals were those who were willing, able, and willing to produce unrecognized ideas and works, despite these ideas, the result of a combination of factors that were easily visible because the most ideas faced rejection in some environments Cultural and social leading to the non-completion of Sternberg&Lubart, 1999) (the researcher sees, through theories, that it is important to balance the environment

chapter three

Research methodology

the research methodology is the scientific and intellectual step that the researcher follows to solve a particular problem, and that the research methodology must be adapted to the problem and its objective.

Research Community

Search Society is a systematic scientific term that is intended to populatize search results from a group of individuals, events, or books (Assaf,2006) In order to select the sample research, the current research community of Al Qadisiya University students was determined by all its science and humanities for the second and fourth grades of the school year (2018-2019) and only by the 78,830 students and students, with 12 colleges (medicine, dentistry, pharmacy, engineering, and Science and computers, Science, Nursing, veterinary medicine, Scientific Education, Management Economics, Mathematical Education, physical Science, and Agriculture), with a total student population of 4145 (35%) The number of human colleges (4) (law, literature, human education, and girls' education) and the total number of students (3,685) were students and students (47%) were of the size of society and only the male variant (47%) was 3716 students. The percentage of females (53%) was 4114, and the number of students (3535) was distributed among the second (45%) of the research community, and the 4295 (4295) students and students (55%). And table (1) shows this

Table(1)
research community

Specialize	College	Second grade			Second grade			Total
		Male	Female	Total	Male	Female	Total	
Scientific	Medicine	56	87	143	38	66	104	247
	Dentistr	42	61	103	19	27	46	149
	Pharmacy	44	60	104	26	42	68	172
	Engineering	39	95	134	55	74	129	263
	Science and computers	164	141	305	42	77	119	224

	Science	60	70	130	60	76	136	266
	Nursing	20	104	124	34	35	87	211
	, veterinary medicine	21	42	63	29	13	42	105
	Management Economics	243	181	424	328	155	483	907
	Agriculture	70	72	142	110	88	198	340
	Sport	191	33	224	91	31	122	346
	Scientific department	128	130	258	285	172	457	715
Total	Total	1078	1076	2154	1117	874	1991	4145
	Literature	112	74	186	153	93	246	432
	girls' education	289	305	594	467	448	915	1509
		–	114	114	–	195	195	309
	human education	159	328	487	341	607	948	1435
Total	Total	560	821	1380	961	1343	2304	3685
Total	Total	1638	1897	3535	2078	2217	4295	7830

Third: Sample Search Sample

is part of the society on which the study is conducted, so that the sample is chosen to produce results that can be generalized to the community. The community must have the same characteristics as the search for all the units and

elements of the native community, especially if all of those elements cannot be studied. (Dawood and Abdul Rahman, 1990), and as shown in table 2

table 2

final sample research by (college, type, class)

Specialize	College	Second grade			Second grade			Total
		Male	Female	Total	Male	Female	Total	
Scientific	Medicine	3	4	7	2	3	5	12
	Dentistr	2	3	5	1	1	2	7
	Pharmacy	2	3	5	1	2	3	8
	Engineering	2	5	7	3	4	7	14
	Science and computers	8	7	15	2	4	6	21
	Science	3	4	7	3	4	7	14
	Nursing	1	5	6	2	2	4	10
	, veterinary medicine	1	2	3	1	1	2	5
	Management Economics	12	9	21	17	8	25	46
	Agriculture	4	4	8	7	5	12	20
	Sport	10	2	12	4	2	6	18

	Scientific department	7	7	14	14	9	23	37
Total	Total	55	55	110	57	45	102	212
	Law	6	4	10	8	5	13	23
	Literature	15	15	30	24	22	46	76
	girls' education	–	6	6	–	10	10	16
	human education	8	17	25	17	31	48	73
Total	Total	29	42	71	49	68	117	188
Total	Total	84	97	181	106	113	219	400

The research toolthe measure of academic

integration the researcher has not been able to obtain a local, Arab or foreign standard to measure academic integration with university students according to the definition and fields identified by the researcher. The research has seen the construction of a tool through which academic integration can be measured with university students, which has the necessary characteristics, and the tool has been built according to the following basic steps:

Defining the concept of academic integration in order to be accurate in its measurement, we must clearly and accurately identify

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the behavior to be measured in order to avoid any overlap that may occur between it and other behavior, and research may require the construction of the Academic integration scale defined by (reeve & Tseny, 2011). It is that concept that includes the following dimensions: Cognitive dimension refers to student use of advanced learning strategies, emotional dimension and refers to student feelings of enthusiasm and interest, lack of sense of anger,

fatigue and anxiety, the Behavior dimension of behavior and refers to participation in learning activities such as effort, perseverance, and cognitive interest

Preparation of scale paragraphs as initial: For the purpose of obtaining scale paragraphs covering the concept of academic integration as defined (reeve& tseny,2011) (30) a paragraph to measure academic integration with university students in self-reporting style (10) paragraphs per component (1) and each paragraph has five gradient alternatives to answer that apply to (always, often, rarely, never apply). In the correction, the number of positive paragraphs that are drafted toward academic integration is given to them (1,2,3,4,5) respectively and reflects the correction of paragraphs that measure the opposite. The following is the case: The first is the first of the two points: The first is the second is the second in the second, and the second is the second in the second, the second is the second in the second. It obtained an approval rate of 667%, thus returning invalid and excluding from the scale. As shown in table 3.

Table (3)

arbitrators' opinions on the validity of the paragraphs of the academic integration measure

Paragraph number	of paragraphs	pers of experts		ntage	validity
		Agree	agree		
8.9.10..11.12.13.14.15.16.17.21.22.25.27.29.30	20	12	----	%100	valid
19.7.5.20.23.24.28.26	8	11	1	%92	valid

3.18	2	10	2	%83	valid
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The sample survey

after the preparation of the scale instructions and reading, to check how the sample members understand the scale paragraphs and their instructions, how to answer the scale and how clear their paragraphs are, and how much time to answer the scale, the researcher applied the scale. After being randomly arranged by the physics, educational and psychological departments, half of them are male and the other half are female. The fact that 15 students and 15 students from the fourth grade have shown that the scale instructions and reading are clear in meaning and wording and that the average time taken to answer the scale paragraphs is 16 minutes

Statistical analysis of the scale paragraphs: It is a requirement for the accuracy of psychological measures to calculate the discriminatory strength of their paragraphs. The ability to distinguish between individuals with high scores and low scores in the attribute each paragraph measures, as well as to detect the coefficients of each paragraph's degree to the overall scale of the scale and the association of each paragraph with the domain to which it belongs. To this end, the scale of academic integration applied to the sample analysis The statistical number (300) students and students were randomly selected from university students and as shown in table 4.

Table 4

Statistical analysis sample by discipline, class and gender

Specialize	College	Second grade			Second grade			Total
		Male	Female	Total	Male	Female	Total	
Scientific	Medicine	2	3	5	1	3	4	9
	Dentistr	2	2	4	1	1	2	6
	Pharmacy	2	2	4	1	1	2	6
	Engineering	1	4	6	2	3	5	10
	Science and computers	6	5	11	2	3	5	16
	Science	2	3	5	2	3	5	10
	Nursing	1	4	5	1	2	2	8
	, veterinary medicine	1	2	3	1	1	7	5
	Management Economics	3	3	6	4	3	5	13
	Agriculture	7	1	8	4	1	18	13
	Sport	5	5	10	11	7	18	28
	Scientific department	9	7	16	13	6	19	35
Total	Total	41	41	82	43	34	77	159
	Law	4	3	7	8	3	9	16
	Literature	12	12	24	24	17	35	59

	girls' education	6	12	18	–	23	36	54
	human education	–	4	4	17	8	8	12
		22	31	5		51	88	141
Total	Total	41	41	82	49	34	77	159
Total	Total	63	72	135	106	85	165	300

Verification procedures: Discriminatory force extraction of vertebrates (paragraph analysis): The discriminatory strength of vertebrates and their truthful transactions are the most important of the cycometric characteristics to be verified for psychological measures and the purpose of paracter analysis is to maintain highly discriminatory clauses, which are good in scale (physical and sales 2004) the results were obtained through)5

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: The discriminatory force of the paragraphs using the two-group style of applying the scale paragraphs to the sample statistical analysis of (300) students and students, and after the answers were corrected .The total grade for each form is calculated and the top grade is listed in descending order from the highest to the lowest total score. The two groups of students in the upper group were determined to be 27% of the two groups of the sample, so that the number of individuals in each group (81) became students and students with grades ranging from 174 to 208, and the lower group grades ranged from 149 to 65. After applying the next two separate eyes test to see the meaning of the difference between the two sets of terminals in the grades of each paragraph of the scale, the calculated T-values for all paragraphs are greater than the tabular value (1.96) At the degree of freedom (160) and significance level (0.05) if ranging from 6.20-13.04), the

results showed that all paragraphs were distinct except those with numbers (3-18) were not distinct, because their calculated metric value was less than tabular, so they were deleted from the scale

1- overall grade parenotheology(vertebral)

this method is one of the most commonly used in paractetics analysis of psychological measures, because it is characterized by the degree to which the scale vertebrates are homogeneous in measuring and achieving the behavioral phenomenon. Using the same data that was sample statistical analysis (300) students, in the two-group style after the deletion of the undistinct paragraphs, all the correlation coefficients were statistically function at an indication level (0.05) and a degree of freedom (298) when compared to the crosstinth value of the link coefficient (0.13) ranging from 0.37-0.65). ,

2This grade of paragraph to his domain degree link:

The relationship of the paragraph to the total degree of the domain to which it belongs was calculated using the Pearson correlation coefficient, for the measures of the exponents of the statistical analysis sample of 300 students , and all the correlation coefficients were statistical at an indication level (0.05) and a degree of freedom (298) ranging from (0.37 - 0.65) to a table (5). Indicates it.

Table(5)Correlation Transactions

Correlation coeff	paragra	field	Correlation c	paragra	Field	Correlation c	parag	Field
0.59	21	Behavioral d	0.57	11	Emotional di	.0.5	1	Cognitive dim
0.62	22		0.57	12		0.45	2	
0.59	23		–	13		–	3	

-	24		0.57	14		0.46	4	
0.45	25		0.59	15		0.35	5	
0.42	26		0.60	16		0.44	6	
0.49	27		0.48	17		0.54	7	
0.63	28		0.52	18		0.46	8	
0.47	29		0.46	19		0.66	9	
0.69	30		0.42	20		0.39	10	

The relationship of the degree of domain to the overall standard of the scale and to other areas:

The correlation between the degrees of each domain has been extracted to the total degree of

the isotrophic efficiency scale, using a correlation coefficient (Pearson Correlation), The first of these is the fact that the first two of the three major areas in the world are the largest in the world.

Table(6)Correlation Transactions

Fields	Cognitive dimension	Emotionaldimension	Behavioraldim	Total score
Cognitive dimension	-	0.77	0.62	0.76
Emotionaldimension	-	-	0.64	0.80
Behavioraldimension	-	-	-	0.79

. Coefficients in which the degree of domain relates to the overall degree of academic integration and the interconnections between the areas

The Sexometric characteristics of the scale of academic integration

are derived from the truth and consistency of the scale of academic integration. As follows:

First:The true measure the researcher in the verification of the scale adopted two indicators of truth: The apparent truth and the truthfulness of the construction, and the procedures for verification of each of them are clarified:

The true appearance

of the truth The researcher verified the apparent validity of the academic integration standard as initially drafted by a resolution of (12) a judge in the educational and psychological sciences who asked each arbitrator to examine the paragraphs of each academic integration area and the

appropriateness of each paragraph of its field. Also alternatives to answering scale paragraphs, weights, and instructions for vertebrates as shown

The fact that the article is based on the concept of the measure and the indicators that the paragraph is linked to the overall standard and the field means that the paragraph measures the concept or attribute measured by the overall degree, and the scale whose paragraphs are based on this indicator has both honesty and purpose. Since all the paragraphs of the scale as final are statistically significant in the relationship of the grade of the paragraph to the field level and to the overall grade of the scale, the scale is therefore true in its construction.

Stability scale

the researcher[113329 has verified the stability of the academic integration scale in two ways, including retesting and contrast analysis using the vacuum equation as follows:

Test method - re-test

the stability factor using the retest method, the academic integration scale was reapplied two weeks after the first application to (50) students selected from the same stability sample in the internal consistency method and after the scale was corrected according to the above procedures. The Pearson correlation coefficient between the first application's per capita score and the second application's degree of stability (0.81) is a good indicator of the stability of student responses on the current scale over time.

The method of analyzing contrast using the vacuum equation to estimate stability for the academic integration scale used the answers to the 300-student and the sample building, which was the stability factor (0.88) indicating the consistency of the paragraphs among themselves.

The standard of academic integration as it is finalized: The standard of academic integration in its final form consists of a paragraph distributed in three areas, namely (cognitive dimension, emotional dimension, behavioral dimension), formulated in the style of statements, and each paragraph has five gradient alternatives to answer, which apply (often, sometimes, rarely, never). The grades (1,2,3,4,5) are given respectively for paragraphs that measure the positive trend of the phenomenon and reflect the negative paragraphs in their representation, the highest possible score for the scale (210) and the lowest score is (42) and the hypothreading average for the scale is (126) degrees.

The recognized Creative Environment scale after having seen previous research as a study (Black,2018), the researcher adopted the conscious Creative Environment scale (Black,2018), where the researcher found it appropriate to adopt a standard (black) to measure the conscious creative environment. After extracting the properties of the Secometric, the scale consists of (36) paragraphs distributed in two main dimensions: The external creative environment consists of (18) items and the internal creative environment consisting of (18) . The alternatives to the answer were in a five-way gradient (which

applies to exactly, often, sometimes, rarely, never). The results of the survey are: (1) 2, 3, 4, 5), and the results of the survey are: (1) 2, 3, 4, 5, and (2), 2, 4, 5 The clarity of the paragraphs and the instructions for the answer were clear and the average time needed was 14 minutes.

Internal consistency

for the assurance that each paragraph belongs to the subdimension the scale has been applied to (300) students and students from the construction sample. The responses were analyzed statistically by adopting the Pearson correlation coefficient between each paragraph's score and its degree of distance, ranging from the correlation coefficients between (0.43-0.79). Each paragraph was also bound to the domain and the correlation coefficients were restricted between (0.39-0.83) and the values of the correlation coefficients represented by the relationship of the domain-to-domain vertebral were statistically function when compared to the critical value of the link lab at (0.05) and the degree of freedom (198) of (0.11).

Stability retest : He applied to a sample of (50) male and female students, and the second and fourth grades, (25) students, calculated their grades on a scale in the first application, and reapplied to them after two weeks, and by the correlation coefficient between the two application grades, and the stability factor (0.85) was good compared to the coefficients Black Study Stability(2018).

Internal homogeneity using the alpha-microbach equation: This method refers to the consistency of individual performance from one paragraph to another, and is based on the standard deviat [11:34:25 AM]

Final version of the conscious innovative environment measure the fully recognized creative environment measure consists of (32) a two-area paragraph, namely, the conscious internal environment of creativity, the conscious external environment of creativity, formulated in the style of statements, and each paragraph has five gradient alternatives to answer, which apply (often, sometimes, rarely, The most significant of the two countries in the world are the United

States, which has a high level of support for the United States, and the United States, which has a high level of support for the United States

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AM] Chapter four

Results first presentation and interpretation:

Regarding the first objective, learning about academic integration with university students to achieve this goal, the scores of the research sample of 400 students and students were analyzed on the academic integration scale. The mean score was shown to be (97,878) in a standard deviation of (14,418) degrees, while the hypotholic mean was (81) degrees. To find out

what the difference between them was used for the T-Test, and it was shown that there was a statistically DD difference to the hypothological mean. The calculated value of the next value (26.167), which is greater than the tabular value (1.96) at the level of an indication (0.05) and a degree of freedom (499), indicates that university students enjoy a good level of academic integration and the table (11) illustrates this.

Table 11

Results of the TAC Test of the Academic integration scale

Variable	sample	Arithmetic mea	Standard deviation	hypothesized mean	The second value		(5function level
					tabular	Calculate	
Academic integration	400	97.878	14.418	81	26.167	1.96	Function

This result can be explained in light of what (Liu&Wiang,2005) said University students enjoy university integration well they have that is, they think By being able to integrate with their peers and have the ability to acquire information Knowledge from others and helps clarify ideas and information that they receive Student from and interaction with others.this is a clear indication of The individual's perceptions of the trend of integration are the fundamental basis of Dealing with others

The research attributed this result to the fact that our society is intersant and interactive, as students have achieved harmony and good agreement with each other in establishing appropriate relationships with teachers, colleagues and courses, and there are no differences among students, where we note clear excitement through positive student outcomes and help them develop. This is to say, the individual is more engaged than the individual in

his or her own school and with his or her colleagues.

Second objective: To identify the meaning of the difference in academic integration with university students according to variables, gender (male-female),specialization (scientific-human) and the academic class (second-fourth). For the purpose of identifying statistically significant differences in academic integration according to gender, specialization,

and class variables, the researcher used triangular variation analysis and the results were as shown in Table 12

Table 12

the results of the Tripartite variation to find out the significance of differences in academic integration according to gender (male-female), specialization (scientific-human), and the second-fourth (second-fourth).

Contrast source .v	Sum of square s.s	Degree of freedom	Median of square M.S	q value		
				lcalculate	Tabular	
Gender	2,2258	1	3,2258	0,9321	3,86	Not function
Specialize	6,48	1	6.48	1,8724		Not function
Grade	0,1992	1	0,1992	0,0575		Not function

Gender– grade	4,0898	1	4,0898	1,1818		Not function
Gender–grade	3225.357	1	3225.357	7.178		Function
Specialize–grade	0,0648	1	0,0648			Not function
Gender–specialize–grade	3,8088	1	3,8088			Not function
Error	17.934643	392	449.347			
Total summation	102591,054	499				

.There are statistically significant differences in academic integration according to gender (male-female), with calculated vascular value (0.9321) below the tabular value of 3.86 at the level of connotation (0.05) and degrees of freedom (492.1) at the mean of male degrees (144.86), while the mean of female grades (163.87) was the mean of the mean. This is higher than male, and this can be explained in light of the above (Liu & Wang,2005), which shows that female students have great academic confidence, perception and belief about their academic competence and academic skills, and a greater commitment, participation and interest in their duties and academic work. They are also more able to do the job. The researcher believes that the female students have positively reflected in the practice of learning activities, which has made them more integrated than male, and this result has been logical and consistent with the literature of research in the field, where they have agreed with the results of the Wengler, 2009 study, which showed that female students are more integrated into the learning environment. The results of this study are consistent with the results of a study (Fall&roots,2012), a study (Vaige et al,2014), and a study (Ramos-Diaz,2016) that found differences according to gender variant and female interest. There are no statistically significant differences in academic integration according to the variable specialization (scientific-human). The value of the calculated vascular system (1,8724) was less than the tabular value of 3.86 at the time of the semantic insemination of 0.05 and the degree of freedom (492.1), with the mathematical mean of human specialization (98,748) and the center of the scientific specialization (96,963), where the repeated success experiences of university students are one of academic integration. The

study of the study of the study of the human and scientific nature of the study of the human and scientific research and the human rights of the human and scientific community is a study of the human and scientific field of science and science. The same is the same community environment as university students, which is open to all scientific or human experiences. There are no statistically significant differences in academic integration according to the variable grade (Tani-IV), with the calculated value of the vascular value (0.0575) being less than the tabular value of 3.86 at the level of an indication (0.05) and two degrees of freedom (492.1), with the mean of the second grade students (97, 882), The mean was for fourth-grade students (97,875). The research finds that this result may be due to the fact that the University students from grades 2 and 4 develop cognitive learning about academic integration, without any variation between them due to age-convergence, they are almost at the same age range, and thus the differences between them are almost unclear. There are no statistically significant differences, according to the gender variable (male-female) with specialization (scientific-human) and the interaction of gender (male-female) with grade (second-fourth), as well as the interaction of specialization (scientific-human) with grade (second-fourth), with calculated phytotic values (1,1817, 0.23426, 0.01872). The three-way movement of the population is the largest in the world, with the largest population of the world. The calculated value of the reaction (1,10058) was less than the tabular value of 3.86 at the level of an indication (0.05) and two freedom points (492.1). The third objective is to learn about the creative environment that is recognized by university students. After calculating the mean, hypothesis, and standard deviation of the sample search for

the conscious creative environment scale. The student responses were analyzed and the T-Test test was used for one sample to calculate the difference between the two averages, it was found that the average of the scale (167.222) and the standard deviation (12,028) was the hypothesized average (138) degrees. The calculated value of the next value was found to be (58.227) at the degree of freedom (499) and

an indication level (0.05), which is greater than the tabular value (1,960) and table (13), which illustrates this.

Table (13)

the calculated and tabular T-value for an indication of the difference between the hypothetic mean of the conscious creative environment scale.

Contrast source .v	Sum of square s.s	Degree of freedom	Median of square M.S	q value		
				calculate	tabular	
Gender	35.604	1	53.604	0,985	3,86	Not function
Specialize	891.363	1	891.363	5.455		Function
Grade	147.910	1	147.910	2.720		Not function
Gender- grade	886.874	1	4886.874	16.712		Function
Gender-grade	160.721	1	160.721	2.956		Function
Specialize-grade	136.25	1	136.25	2.506		Not function
Gender-specialize-grade	43.940	1	43.940	0.808		Not function
Error	2.6750.014	392	54.369			
Total summation	28894.682	499				

The result in a table (13) indicates that there is a difference of statistical significance, since the calculated T-value (53,227) of the scale is greater than the tabular value of (1.96) degrees. This gives an indication that the sample research has a creative and conscious environment through a combination of environments such as personal sails and surrounding environmental factors that have a positive impact on their awareness, within the educational institution (Hemlin et al 2006). The first is the "the right of the people to live in the country", which is the first to be able to live in the country. All these factors have a direct and indirect impact on the development of the conscious creative environment (Stenberg, 1999) in other words, the sample research is aware of what is sensory and material in both environments

In other words, the sample research individuals have a sense of what is both sensational and material in the two environments because individuals have the ability to understand their

internal experiences and external environment objective 4: Recognize statistically significant differences in the creative environment, by gender (male-female), specialization (scientific-human), and the second-fourth (second-fourth). In order to identify differences in the creative environment that is aware of the gender, specialization, and the term and effect of the interaction between variables, triangular variance analysis of non-budgetary arithmetic circles was used to test the significance of differences in the underlying sample responses, and a table (14) to be placed. Table (14) Contrast analysis to see the significance of differences in a creative environment that is perceived by gender (male-female), specialization (scientific-human), and the second-fourth) There are statistically significant differences between the average grade of the sample population in the heterodox-conscious creative environment scale (male-female), with the calculated value of the difference (16,312) degrees, greater than the tabular vascular value

(3,84) degrees at the sign level (0.05) and the degrees of freedom (1-392). The results are more sensitive to the perceived creative environment, and can be attributed to the sociological and social roles of the student who plays a prominent role in gender-sensitivity, giving males autonomy and self-sensitivity. It increases confidence and self-reliance, which has increased its ability to deal effectively with the environment.

There are differences between the average grade of the sample population according to the variable specialization (scientific-human), where the calculated value of the phylum (24,9209) is greater than the tabular value of 3.84 at a level of connotation (0.05) and toward scientific specialization, with the mean grade of the individuals in the scientific specialization sample (111,958). The average human specialization (108.167) means that students of scientific specialization have a conscious creative environment, and this result is due to the nature of the curricula and teaching methods of the scientific disciplines, as they approach the environment more realistically. The results showed that there was no statistically significant difference between the average grade of the sample population according to the class variable, with the calculated value of difference (2,506) is lower than the tabular value (3,84) and there is no interaction between sex, specialization and the deaf. The calculated value of the value (16,312) They are below the tabular value (3,84) and there is no interaction between sex, specialization and the range. The calculated value of the phytoid (0.808) was lower than the tabular value of (3.84) there is an interaction between the sex variable and specialization in the conscious creative environment, with the calculated value of the phytoid (16,312) being greater than the tabular value (3.84) at a significant level (0.05).

[11:3

Objective 5: To identify the relationship between the two variables academic integration and the creative and conscious environment, the aim is to identify the nature of the relationships between academic integration and the creative environment that is recognized

by the university students. The relational relationship was calculated using the point-to-point correlation coefficient. The correlation coefficient (0.254) is greater than the critical value of the link coefficient at a Freedom Class (398) of 0.098, indicating a correlated relationship between the two variables the higher the level of academic integration the creativity of students increases

·Based on the conclusion, academic integration is student effort and investment Toward learning, understanding and mastery of the knowledge and skills that are aimed at university work Strengthen it and include academic and non-academic aspects of student experience These include, activities, collaborative learning, participation in challenging activities, and the establishment of a new, challenging environment Relationships with the faculty, feeling supportive of the university learning community and enriching Learning experiences (Coates, 2007).

[11:36:00 AM]

Conclusions

: Based on the findings of the research mechanism, it can be concluded:

- 1- Students often have the capacity to integrate academic studies and other life attitudes in academic integration
- 2 The sample research has a sense of what is both sensational and physical in the external and internal environments, because individuals have the ability to understand their internal and external experiences
3. The relationship between academic integration and the creative environment recognized by the research community has not been affected by both the type, specialization and class.

[11:36:18

AM]

The following recommendations

are made by the researcher:

- 1- Care of developing educational, human and scientific curricula in a way that invests and stimulates the creative abilities of students
- 2 The university environment is enhanced by various cultural and social activities, seminars

and associations, and students are encouraged to participate in them.

3 The first step is to provide a new and more innovative environment that supports the student's thinking and is supposed to provide students with a subject that stimulates their thinking to innovate.

[11:36:33 AM]

are made by the researcher in the light of the following conclusions: Study of the relational relationship between academic integration and self-consistency of the university students. Conduct a follow-up study on research variables for all age groups. Expand the study to include more samples from several universities and learn how to differ. The following are the measures of

Example

academic integration (in final form) at the University of Qadissiya / Faculty of Education Department of Educational and psychological Sciences Education Faizeti Student, Student The most common sense is that the most common sense of the term is that the most common sense is that the most common sense is that the most common sense is that the most common sense is that the number of the same is the number of people who are living in the same place. Your real answer is your contribution to the scientific process, and you write down the necessary information. The answer does not give any degree of achievement for the purposes of scientific research. example of the correct answer.

Paragraphs	Completely a	Often a	Usually a	Rarely a	Never a
I strive to understand what my colleague					

that the first thing Type :- mentioned Female Specialization :- Scientific
Human Classroom :- Second The fourth is The researcher, M. Paidah Salah Hassen

Paragraphs	Complete	Often	Usual	Rare	Never apply
I read items 1 if I do something I would like to integrate with my colleagues.					
I have the ability to convince my colleagues of my lesson and determination.					
What I achieved today ensures the results I get in the coming years.					
I seek to create ideas that my Istithati likes					
I have a quiet when she is tough					
I have the ability to work in one team.					
I work more with long-term plans than with the range of plans					
I have different ways of delivering what I want to others.					
9 I find it very useful to be busy with my internal feelings					
I would like my relationship with my colleagues to be close					
I tend to look at all aspects of things.					
I like to be active and active.					
I am grateful for my satellite.					
I tend to think about things that come across.					

brings ideas and theories to topics that interest me.					
I feel I have a fair chance of learning					
I seek to make good friends with others					
I follow my own sessions hard and hard.					
I try to understand and understand situations before issue response.					
I'm happy to be studying the specialization I want					
I am consistent with others and accept their ideas whatever are.					
keep away from my colleagues to avoid problems					
I am proud of what I have accomplished in my study					
I am well involved in the discussions					
I have the ability to work with independence.					
I cannot organize my ideas without others					
I find that my behavior always follows the laws of nature.					
I can look at situations in several ways					
make a great effort to achieve the goals you set for yourself					
I have enough energy to do learning activities.					

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