MEASURING THE LIFE TASKS OF UNIVERSITY STUDENTS

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Abstract

The current research aims to identify the measurement of life tasks among university students at the University of Karbala for the academic year (2022-2023), and the study sample consisted of (570) male and female students. It consists of (30) items based on the theory of (Cantor 1990), and the standard characteristics of the scale were confirmed after it was presented to a group of experts, then the researchers analyzed the data through the use of the statistical bag for social sciences Spss. High level of life tasks, and this represents a positive indicator that university students are able to solve their problems through life tasks.

Keywords: life tasks, university students

Research problem

The university stage is distinguished in the lives of young people, in which ideas ripen and mental openness for the future, as it has the tools of development, change and progress, so attention to their problems is one of the necessities to remove the obstacles to development and civilizational progress, as it is one of the stages most exposed to crises, psychological pressures and conflicts, which affects building their personalities and preserving and balancing them.

Psychologists define the meaning of life as the individual's ability to responsibly discover the meanings of life inherent in his behavior and attitudes, the degree of his motivation towards life, his clear comprehension of the purpose of life and his sense that life has a purpose. This means that the pursuit of meaning in life acts as a basic driving force in behavior And the way to deal with others. And that the ability to discover the meaning of the life situations in which we live, and the belief that life has a meaning, goals and purposes worthy of being accomplished in a spirit of responsibility gives pleasure and a sense of balance and harmony in life. A person's attainment of the meaning of life takes place in different ways, such as altruism, principle and commitment, and that the one who lives his life without meaning is like the one who lives without values or ideals. Although people are free to choose meanings, it is psychologically healthy if they choose meanings that contribute to achieving their potential and the ability to do good. Justice, love for people, harmony and compatibility with others, and beauty. And that a person cannot live unless he knows that his life has a meaning, because we do not deal with different things as what they

are, but we deal with them through what they mean to us, that is, we do not deal with abstract things .. rather you know them and deal with them through ourselves. .

Research importance:

Humanistic psychology, which has been understood for a long time, seeks to be an essential element in human action. Scientists have confirmed that life becomes meaningless and without goals, and this is what anyone tries to do. Personal goals are signals that direct a person to things of value and meaning to what is meaningful. However, this does not mean that the goals give meanings or even contribute to the feeling of meanings, because many of them are trivial and not serious goals. Nevertheless, it is necessary to have the ability to contribute to the feeling that life has meaning (Cantor 400: 1994).

According to Reker & Wong (1988), goals are a defensive element in meaning, and they give directions for living and direct the person in a beneficial and valuable way. Since values are the most abstract directions that may or may not be reflected in distinct abstract actions, they represent the desired results that one adheres to. The person works towards it, and Emmons (2005 Emmons) indicated that there are types and classifications of tasks in life, which are achievement, work, relationships, affection, intimacy, religion, spirituality, self-expression, and productivity. In his work, believing in his importance and at the same time having a desire to challenge his obstacles, this is a matter of achievement. As for intimate relationships, they include good connection with others and trust in them, and that the person is loving, helping and harmonious with others. As for productivity, it includes showing self-expression, self-interest and contributing to building society (Reker). & Wong 1988:66).

Cantor (1986) also employed important features of her theory in the tasks of life, a part of which is subjective, i.

His energies, potentials, activities, and events are in order to achieve them, and the individual is aware of them emotionally, and they have a heuristic value (Cantor & Emmons 1986: 1179).

First: Theoretical Importance:

The theoretical importance of the current research is highlighted in:

- The scarcity of local and Arabic research and studies, according to the researcher's knowledge and knowledge - about studies of life tasks for university students at the present time, as the researcher did not find any local or Arab studies in this regard.

The study derives its theoretical importance from the nature of the contribution to the study of life's tasks for university students, who are considered an important and promising segment, and the need to establish a theoretical and scientific dimension on the results that the researcher will reach.

Second: Practical Importance:

The current research contributes from an applied point of view to the following:

- Being that it will provide a measure on the Iraqi and Arab environment - in light of the conditions that the university student goes through, it has psychometric characteristics suitable for the local environment, in measuring and diagnosing the measures of life tasks, which the Iraqi and Arab measurement library lacks to the extent of the knowledge and knowledge of the researchers.

- The results of the current research can be used to draw the attention of officials in academic and educational institutions and social institutions, about benefiting from the results of this study.

The current research aims to identify the life tasks of university students

The current research is determined by university students at the University of Karbala for the academic year (2022-2023).

Definition of terms: life tasks

Cantor (2013, Cantor), are:

Actions by individuals that develop functionally coherent patterns of thinking (social constraints), feelings (defensive pessimism), and effort (outcome-focused) that renew contexts for pursuing tasks in when, how, and where the task is successfully completed. These give meaning to the activities, orientations, and organization of individuals, such as how to establish certain relationships or predict bad events and the consequences of events (80: Cantor 2013).

Procedural Definition: The total score obtained by the respondent (university students) when answering the paragraphs of the life tasks scaleTheoretical framework

Life tasks are, according to the definition of Cantor (1998 Cantor), actions carried out by individuals that confirm personal practices because they are related to the differences and differences that occur in the personality of individuals. ..

This concept about personality differs from the old concepts about it, and psychologists remind that these trends are the qualities that people possess, and that the emphasis on trends is an affirmation of what the personality possesses. From Cantor's point of view, there are three problems known to adults, which are academic or professional achievement, social life and relationships Through it, individuals develop several types of personality, including building their independence, which is the general goal, which is a task that bears material independence, and it is also a general goal for another person in enthusiasm and adherence to his or her emotional support system, and it is a general goal for a third person whose main life task is to achieve Independence, which is represented by directing and making efforts to develop a personal identity that separates him from the expectations of his parents, 399 (p.: Cantor 1994).

The adoption of self-generated life tasks and the identification of participation for activities and sites related to the task does not mean that all persons have a good awareness of all the tasks that they perform (Cantor 1987:1180).

Therefore, managing the tasks of our life will enable us to anticipate what the self deserves, as well as develop our social capabilities in providing social support to others in times of stress and pressure, and can invest our social world in beneficial ways as a result of our confrontation with crises and life transformations, small and large (Cantor & Norem 1998: 276)

Lifestyle theory The life style in general is an interrelated pattern of evaluation, planning, recall of events and effort that translates the individual's goals and beliefs about himself and transforms them into effective action. Cantor has explained three methods for managing life's tasks, which are:

a. Social Constraint

It means overcoming social anxiety and taking directions from people and relying on them when making important decisions in life, and it may include moving away at certain times and making them take control of things (399 Cantor 1990

B. Defensive pessimism is referred to as the management of anxiety by expecting the worst to happen when important events occur than the individual expects and trying to prepare oneself so that the person is not surprised by their occurrence that causes him disappointment and frustration (401 Cantor 1990:)

c. Outcome Focused Strategy is to turn a circumstance or situation into a necessary task by seizing the opportunity, looking for people with similar goals, and feeling secure in getting results (Cantor 1990: 400).

Research Methodology

The researchers used the descriptive correlative approach, which is one of the forms of organized scientific analysis and interpretation to describe the phenomenon or a specific problem and portray it by collecting data and standardized information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (Melhem, 2000: 324).

Research community

The research community consists of university students for morning studies at the University of Karbala, whose total number is (19014) for the humanities and scientific specializations, as shown in Table No.(1) .

Table (1) The research community is distributed by college and gender

Total	Female students	Student	the college	ت
3748	1668	2080	management and economy	.1

647	186	461	Physical education and sports science	.2
311	255	56	nursing	.3
360	212	148	Agriculture	.4
1791	1047	744	Pure	.5
959	676	283	the pharmacy	.6
1381	952	429	Medicine	.7
376	222	154	Veterinary Medicine	.8
691	490	201	dentist	.9
961	711	250	the sciences	.10
366	247	119	Applied Medical Sciences	.11
1643	642	1001	Engineering	.12
496	226	270	Computer science and technology	.13
318	154	164	tourism	.14
1021	765	256	Islamic sciences	.15
851	368	483	the law	.16
3094	2264	830	Education for the humanities	.17
19014	11085	7929	Total	

Sample of the research:

It is part of the original community units, which are withdrawn according to an appropriate methodological method (Harris, 2003, 45), and Table (2) illustrates this.

Table No. (2) The statistical sample distributed by gender and college

percent	Female Student	percent	Student	the college	ت

15%	35	27%	44	management and economy	1
2%	4	6%	10	Physical education and sports science	2
2%	5	1%	1	nursing	3
2%	4	2%	3	Agriculture	4
9%	22	10%	16	Pure	5
6%	14	4%	6	the pharmacy	6
9%	20	5%	9	Medicine	7
2%	5	2%	3	Veterinary Medicine	8
4%	10	2%	4	dentist	9
6%	15	3%	5	the sciences	10
2%	5	2%	3	Applied Medical Sciences	11
6%	14	13%	21	Engineering	12
2%	5	4%	6	Computer science and technology	13
1%	3	2%	3	tourism	14
7%	16	3%	5	Islamic sciences	15
3%	8	6%	10	the law	16
21%	48	10%	17	Education for the humanities	17
100%	234	100%	166	Total	

Research of Instruments:-

   To achieve the objectives of the current research, it was necessary to provide standard tools to achieve it, and after reviewing the theoretical literature and previous studies of the research variable, so the researchers decided to build a scale for life tasks.

☐ **Description of the scale**

   After setting the theoretical definition of the tasks of life, the two researchers formulated the items of the scale in the light of the definition of the theory and the nature of the target society for the measurement, so (36) items were formulated. The researchers adopted the Likert method in

determining the alternatives to the answer, which is considered one of the important scientific methods because of the advantages and advantages of this method, as shown in the following:

1-Easy to debug

2- Availability of a more homogeneous scale.

3. It allows the greatest variability between individuals

4. It is flexible (Allam, 2000: 539-543).

Accordingly, five alternatives were developed to evaluate the responses on the scores of the scale items, which are (always apply to me, often apply to me, sometimes apply to me, rarely apply to me, never apply to me) taking the paragraphs that are in the direction of the concept (5, 4, 3, 2, 1)

Statistical analysis of items of the life tasks scale:

Performing statistical analysis of the items helps to examine the ability of each item to distinguish between the sample members and to make a decision about modifying, deleting or keeping the items, and the stability of the test scores and the validity of the interpretation of the results depend on the quality of the test items and accordingly will help in improving the quality of the scale prepared for the test (Reynolds, Livingston, 2013, 300).

Discriminating Power of Items

The researchers verified the discriminatory power of the items using the method of the two end groups, Contrasted Groups, by applying the items of the scale to the statistical analysis sample of (400), and then determining the total score for each of the respondents' questionnaires, then arranging the questionnaires in descending order according to the total score, from the highest score to the lowest score. Then designate (27%) of the questionnaires with higher scores, and (27%) of the questionnaires with lower scores. The number of individuals in each of the upper and lower end groups was (108) male and female students, and after applying the t-test for two independent samples to find out the significance of the differences between the upper and lower groups for the scores of each paragraph of the scale, all items of the scale were compared to the tabular t-value. The value (1.96) is distinguished at the level of significance (0.05) and with a degree of freedom (214). Thus, it was found that all the paragraphs retained their significance statistically, with the exception of paragraphs (3-25), and thus the number of paragraphs to this procedure remained (31) paragraphs distributed over the three tasks, Table (3) explains this.

Table (3) the discriminatory power of the items (life tasks scale) using the two end groups method

			المجموعة العليا 108	المجموعة الدنيا 108			

الدلالة عند 0,05	القيمة التائية المحسوبة	الانحراف	الوسط	الانحراف	الوسط	رقم الفقرة	تسلسل الفقرة	مكونات مقياس مهمات الحياة
دالة	2.73	1.327	3.352	1.131	3.81	1	1	
دالة	5.72	1.232	2.84	1.047	3.73	2	2	
غير دالة	0.38	1.336	4.09	0.939	3.25	3	3	
دالة	8.29	1.231	3.08	0.887	4.29	4	4	
دالة	7.39	1.318	2.67	1.119	3.90	5	5	مهمة تكوين علاقات اجتماعية
دالة	5.81	1.284	2.66	1.247	3.66	6	6	
دالة	5.74	1.301	2.51	1.286	3.52	8	7	
دالة	4.64	1.453	3.10	1.198	3.94	9	8	
دالة	4.48	1.382	2.66	1.241	3.46	10	9	
دالة	5.14	1.433	3.18	1.124	4.08	11	10	
دالة	7.92	1.42	3.10	0.947	4.40	12	11	
دالة	7.85	1.298	3.19	0.894	4.38	13	12	
دالة	6.20	1.301	3.01	1.135	4.04	14	13	
دالة	7.29	1.364	3.27	0.83	4.39	15	14	
دالة	6.32	1.264	3.10	1.006	4.08	17	15	
دالة	4.19	1.387	3.02	1.082	3.73	18	16	مهمة القيام بمهام التنشئة
دالة	4.96	1.314	2.35	1.383	3.26	19	17	
دالة	3.66	1.366	2.80	1.286	3.46	20	18	
دالة	6.06	1.34	2.79	1.151	3.82	21	19	
دالة	5.89	1.332	3.04	1.102	4.02	22	20	
دالة	6.01	1.354	2.71	1.235	3.77	23	21	
دالة	7.28	1.351	3.27	0.907	4.41	24	22	
غير دالة	0.66	1.459	3.60	1.451	2.73	25	23	
دالة	6.56	1.336	3.46	0.789	4.44	26	24	مهمة التنشئة على تكوين أسرة
دالة	7.40	1.239	3.58	0.747	4.61	27	25	
دالة	7.66	1.358	3.12	0.821	4.29	28	26	
دالة	6.55	1.306	3.65	0.783	4.61	28	27	

دالة	5.63	1.336	2.99	1.138	3.94	29	28
دالة	5.77	1.252	3.32	0.974	4.20	31	29
دالة	5.69	1.252	3.85	0.716	4.64	32	30
دالة	5.63	1.255	3.70	0.885	4.53	33	31
دالة	6.89	1.293	3.45	0.778	4.45	34	32
دالة	7.41	1.216	3.35	0.865	4.41	35	33
دالة	6.09	1.285	3.22	1.045	4.19	36	34

Factorial Validity

The researchers calculated the factor validity of the scale by conducting the exploratory factor analysis of the overall scale of life tasks consisting of (30 items), resulting from the meeting of the paragraphs of its three sub-scales (the three tasks), and it was done according to the Principal Components method with Oblige Rotation by the Oplem method (Obilmin), after applying it to a sample of statistical analysis consisting of (400) students, (shown in the statistical analysis). The oblique rotation is appropriate for practical life, due to the overlapping and correlation of variables in one subject and the inability to explain it by factors that are completely independent of each other (Quality 2008: 161) I found that all the paragraphs are saturated and the tasks to which they belong, as in:

Table (4) the results of the factorial analysis of the life tasks scale and the saturation of its paragraphs

بعد التدوير				قبل التدوير				رقم الفقرة	ت
قيم الشيوع	مهمة الجهد المبذول	مهمة مشاعر التشاؤم دفاعي لحلّ المشكلات	مهمة التفكير لحلّ قيود اجتماعية	قيم الشيوع	مهمة الجهد المبذول	مهمة مشاعر التشاؤم دفاعي لحلّ المشكلات	مهمة التفكير لحلّ قيود اجتماعية		
0.721			0.583	0.463			0.476	1	1
0.538			0.522	0.427			0.462	2	2
0.533			0.639	0.350			0.388	4	3
0.804			0.665	0.537			0.311	5	4
0.545			0.788	0.466			0.300	6	5
0.588			0.727	0.476			0.392	8	6

0.934			0.509	0.468			0.288	9	7
0.667			0.621	0.400			0.327	10	8
0.620			0.537	0.363			0.344	11	9
0.744			0.442	0.409			0.392	12	10
0.692		0.477		0.351		0.441		13	11
0.611		0.694		0.496		0.341		14	12
0.542		0.527		0.341		0.509		15	13
0.841		0.444		0.452		0.369		17	14
0.543		0.527		0.449		0.400		18	15
0.590		0.599		0.466		0.340		19	16
0.601		0.436		0.402		0.311		20	17
0.644		0.630		0.433		0.370		21	18
0.693		0.673		0.478		0.453		22	19
0.733		0.790		0.383		0.405		23	20
0.476		0.443		0.404		0.322		24	21
0.688	0.436			0.444	0.456			27	22
0.509	0.699			0.429	0.403			28	23
0.435	0.534			0.377	0.311			29	24
0.544	0.404			0.328	0.453			31	25
0.572	0.548			0.419	0.430			32	26
0.690	0.588			0.316	0.307			33	27
0.644	0.428			0.466	0.529			34	28
0.627	0.674			0.478	0.502			35	29
0.762	0.683			0.477	0.548			36	30

4.096	5.991	4.845	الجذر الكامن
2.452	2.775	3.034	التباين المفسر

Psychometric properties of the life task scale

The psychometric properties of scales are used in educational and psychological research as indicators of the accuracy of the scales, as extracting validity and reliability is one of the most important of these characteristics (Ebel & Frisbie, 2009, 237).

The validity of the current scale was verified as follows:

Construction Validity:

The validity of the construction was verified by conducting the analysis of the paragraphs through the discriminatory power and by the method of exploratory factor analysis, and the scale whose paragraphs are elected in the light of these indicators has constructive validity.

And (Kaplan & Saccuzo, 2013) confirms that the validity of the construction represents the extent by which it can be decided that the scale measures a specific feature or a specific hypothetical configuration (Kaplan & Saccuzo, 2013, 148).

Reliability Scale Indicators

Evaluation and measurement literature indicates that stability is one of the conditions that should be met in psychological and educational measures and tests, as these measures should be consistent and stable in what they measure. Alken (1988) confirms that the stability of the scale indicates its freedom from irregular error (Alken 1988:58). The stability of psychological scales and tests can be verified in several ways, including:

Split-Half Method

The stability coefficient calculated in this way is called the internal consistency coefficient, which aims to indicate the amount of consistency between the two parts of the vertebrae in measuring the trait or characteristic. This method is often used in tests and scales whose vertebrae are homogeneous, i. Al-Yaqoubi 2013 AD: 256). From which the researchers verified the value of the stability coefficient in this way, and it was estimated at (0.703). It was corrected by the Spearman-Brown equation, with a value of (0.83). It is a good stability coefficient.

Cronbach Alpha:

The Cronbach's alpha equation measures the consistency of an individual's performance from one item to another, and indicates the degree to which all items of the scale participate in measuring a specific characteristic of the individual (Thorndike and Hegen 1980:79), and this method leads to internal consistency of the structure of the scale, and it is also called the homogeneity coefficient (Allam 2000:165). To extract the stability in this way for the tasks and the scale as a whole, the researchers used the Alpha Cronbach Formula, as the scale stability coefficient was totally (0.901), which are good indicators of the scale stability, as Cronbach confirmed that the scale with a high stability coefficient is an accurate scale (Cronbach 1964:639 shown in table (5).

Table (5) the results of the stability of the half-life tasks scale and Cronbach's alpha method

قيمة الثبات		عدد الفقرات	مكونات مقياس مهمات الحياة
Cronbach's Alpha	Test re-test		

0.793	0.672	10	مهمة التفكير لحلّ قيود اجتماعية
0.844	0.733	10	مهمة مشاعر التشاؤم دفاعي لحلّ المشكلات
0.834	0.711	10	مهمة الجهد المبذول والمركزة على النتيجة
0.901	0.703	30	مهمات الحياة ككل

Statistical indicators of the life tasks scale: Psychological phenomena are moderately distributed among the members of the community, and accordingly, the extraction of statistical indicators works to clarify how close the distribution of the sample's scores is to the normal distribution, which is a criterion for judging the sample's representation of the studied society, which allows the results to be generalized (forgotten and Al-Sharif 2014: 182), it was found that the distribution of the scores of the statistical analysis sample on the scale of life tasks was closer to the normal distribution. Table (6) shows this.

Table (6) shows the statistical indicators of the life tasks scale

مهمة التفكير	مهمة مشاعر	مهمة الجهد	الدرجة الكلية لمقياس مهمات الحياة	الإحصاءات
400	400	400	400	الاستبانات المستعملة
0	0	0	0	الاستبانات المهملة
41.69	34.17	39.57	115.43	الوسط الحسابي
.353	.294	.296	.646	انحراف خطأ الوسط
42.00	34.00	40.00	116.00	الوسيط
				المنوال
44a	34	41	121	الانحراف المعياري
7.056	5.871	5.926	12.926	التباين
49.792	34.474	35.118	167.082	الالتواء
-.597-	-.079-	-.566-	-.323-	الخطأ المعياري للالتواء
.122	.122	.122	.122	التفرطح
.622	-.418-	-.051-	.181	الخطأ المعياري للتفرطح
.243	.243	.243	.243	اقل قيمة
12	17	21	76	اعلى قيمة
58	50	50	150	مجموع الدرجات
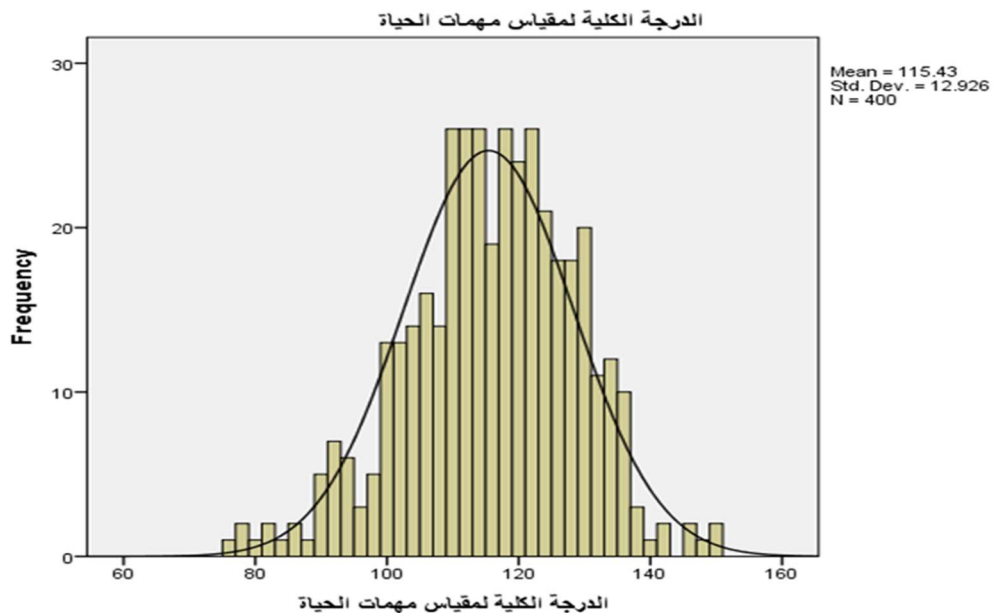
Description of the finalized life task scale

After verifying the standard characteristics of the indicators of statistical analysis, validity and stability of the scale, the life tasks scale became in its final form consisting of (30) items, and in front of each paragraph is a five-point scale for the response which is: (always applies (5) degrees, applies highly (4) degrees, applies sometimes (3) degree, rarely applicable (2) degree, never applicable (1) degree). The life tasks scale and its items are (30), the highest score that the respondent can get for answering the items of the scale is (150), and the lowest score he can get is (30), and the hypothetical average of the scale is (90) degrees.
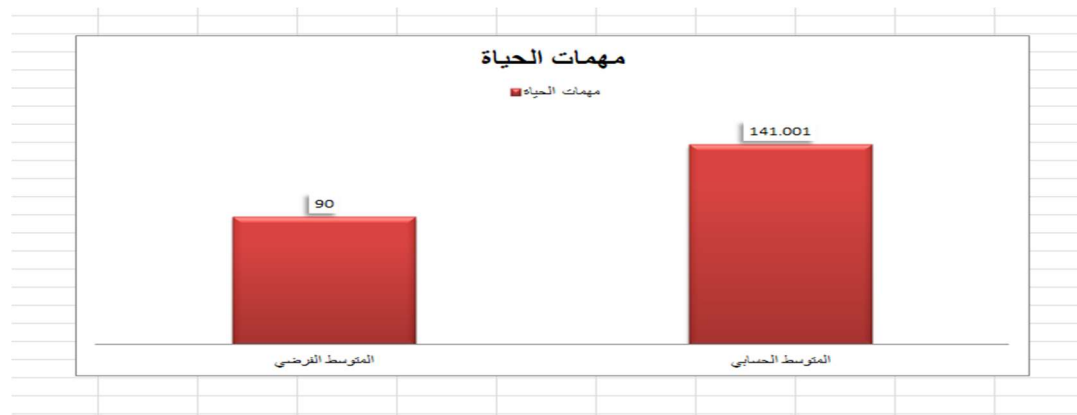
Presentation, interpretation and discussion of results

Measuring the life tasks of Karbala University students.

The results of the research showed that the average score for life tasks for the research sample, which numbered (570) male and female students, was (141.001) degrees, with a standard deviation of (27.205) degrees, while the hypothetical average was (90), and in order to know the significance of the difference between them, the test was used The t-value for one sample (test-t), as the calculated t-value was (22.893), which is greater than the tabular t-value of (1.96), at a level of significance (0.05) and a degree of freedom (569), and this result indicates that university students (the sample as a whole They perform tasks for life, and this is consistent with Cantor's point of view that there are three problems known to adults, which are academic or professional achievement, social life, and family relationships, and individuals develop through them several types of personality, including building their independence, which is the general goal, and it is a task that bears material independence, which is a general goal Likewise for another person in enthusiasm and adherence to his or her emotional support system, which is a general goal for a third person whose main life task is to achieve independence, which is to direct and make efforts

to develop a personal identity that separates him from the expectations of his parents, (399.Cantor, 1994, P). According to the data available in table ( ) and figure ( ) explaining this.

Table () t-test for one sample in the harmonious personality of university students

المتغير	العينة	المتوسط الحسابي	الانحراف المعياري	المتوسط الفرضي	درجة الحرية	القيمة التائية		مستوى الدلالة
						المحسوبة	الجدولية	
مهمات الحياة	570	141.001	27.205	90	569	22.893	1.96	0.05 دالة

مهمات الحياة

Conclusions

Through the results of the current research, the researchers concluded that university students have the ability to solve the problems and situations that they go through and practice the tasks (methods) of life.

Recommendations

Based on the findings of the current research, the researchers recommend the following

1. Benefiting from the research tool with future studies similar to the research concepts.

2. Paying attention by the Ministry of Higher Education and Scientific Research to the tasks of life in developing educational and psychological curricula for students to benefit from.

3. Developing counseling programs based on the methods of life tasks to increase its application in the practical and theoretical aspects.

Suggestions:

In the light of the research results and as a complement to the current research, the two researchers present the following proposals:

1. Conducting studies that include research variables for other segments of society (teachers, counsellors).

2. Conducting a study entitled life tasks and their relationship to productivity among university students.

3. Conducting studies to identify the relationship between life's tasks and other variables such as (creativity, goal orientation, strength imprints).

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