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Zahraa Ahmed Khudair Summary^{1*}

Hussein Rabie Hammadi²

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^{1,2}University of Babylon / College of Education for Human Sciences / Department of Educational and Psychological Sciences



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Zahraa Ahmed Khudair Summary^{1*}, Hussein Rabie Hammadi²

^{1,2}University of Babylon / College of Education for Human Sciences / Department of Educational and Psychological Sciences

*Corresponding Author

Email: zahraalmossawi965@gmail.com

ABSTRACT

The current research aims to know: Self-advocacy among university students. In order to achieve the objectives of the research, the two researchers chose the research sample from the students of the University of Babylon, according to the simple random method, five colleges, two humanities and three scientific colleges, and applied the Thomson equation to extract the sample size, and the result was that the research sample reached (378) male and female students were distributed according to the method of random stratification with a proportional distribution. The self-advocacy measurement tool and Harris definition (Harris, 2009) and its self-advocacy measurement tool, which consists of (48) items distributed over five domains, were applied to the research sample. On the research sample, and after conducting the statistical analysis and extracting the validity and reliability values of the scale, the research reached the following results: University students have self-advocacy. In light of this, the researchers reached a set of proposals and recommendations.

Keywords: self-advocacy, university students.

Research problem

Lack of knowledge of self-defense skills can have a negative impact because it can make individuals less able to stand up for their needs and be more vulnerable to abuse and persecution, leading to marginalization, neglect and lower levels of academic achievement. In order for an individual to be able to solve his problems and achieve the highest level of performance, and to meet general challenges, he must have the ability to express his own needs and independent judgment, he must have strong motivation and a high level of self-confidence with the world around him, and make decisions for support appropriate from others, which means he must have an acceptable level of self-advocacy (Harris, 2009:23).

The low self-advocacy that occurs among individuals is unhealthy and shows depression and low self-efficacy in stressful situations, as individuals with low levels of self-advocacy do not show any energy or motivation in performing life's tasks, but instead are pessimistic and anticipate failure. In these tasks, especially since ordinary people need to stand up for themselves, especially in a university environment (Getzel & Thomas, 2010: 73).

Some individuals lack indicators of self-advocacy, which makes them feel weak in self-control, difficulty with independence, loss of self-confidence, and poor ability to defend their opinions and needs in front of others, which leads to emotional outbursts, helplessness, and failure (Farghali, 2017: 27).

research importance :

Self-advocacy plays an important role among ordinary students, but it is underrepresented in research and there is a growing need for more research on this variable among students to increase talk about themselves and life situations and advocate for their needs., as self-advocacy plays an important role in promoting psychological empowerment, meaning the individual's ability to defend his rights and responsibilities and the ability to speak for himself, which supports the individual's independence and ability to make his own decisions (Friedman, 2017: 3).

The Jones study shows the importance of teaching self-advocacy skills to help young people protect themselves from the challenges of adolescence, effectively meet their educational and social needs, the importance of communicating with others, and be more able to take responsibility for themselves, and be independent from their families, develop their abilities, and train them to possess self-efficacy in an environment University to defend their needs and prepare them to move to the stage of maturity and the ability to successfully face the challenges of the future without exposure to the risk of setbacks and failure (Jones, 2010: 9).

The importance of the current research can be summarized in the following points:

1 -The current research has gained its importance in addressing the self-advocacy variable as one of the important concepts that contribute to enhancing the individual's self-confidence, his ability to defend his needs, rights and self-respect, and to solve the problems he faces in his life in general.

2 -scale translation (Harris, 2009) for self-advocacy to benefit from it in the current study and can be used in conducting more future studies in the field of educational and psychological sciences.

3 -Directing the attention of educators and specialists in the educational process, especially in university studies, to the importance of self-advocacy as one of the important variables in achieving the individual's psychological health, which would provide faculty members at the university with information that would help them choose the appropriate teaching method for their students..

Research Aims

Self-advocacy among university students.

search limits

The current research is limited to the students of the University of Babylon / the morning studyHF for the academic year (2022-2023) in scientific and humanities colleges and for both sexes (male and female).

Define terms

Self-advocacy

Harris (Harris, 2009): The ability of the individual to talk about himself in relation to his life conditions and defend his needs, especially the academic needs of students in the educational environment (Harris, 2009:10).

hayZresearcherthatHarris definition (Harris, 2009) Self-advocacy has a theoretical definition as well as adopting its theory and scale in the current research.

Action definition: the ability of the individual to speak for himself and defend his needs in the educational environment, and it is measured by the total degree that he gets through his answer to the paragraphs of the self-advocacy scale adopted in the current research..

The second chapter

theoretical framework and previous studies

The first axis a theoretical framework

The term self-advocacy arose as one of the important variables for individuals with special needs or students with learning difficulties to help them to be independent, successful and participating members of society. Recently, studies have tended to develop self-advocacy skills among ordinary students and include them in academic curricula with the aim of improving these skills among adolescents and adults, which increases their success, independence, and self-efficacy (Mustafa et al., 2015: 27).

The concept of self-advocacy refers to the individual's ability to speak for himself, his life situation and defend his needs. It expresses the individual's constant striving to control his life through self-knowledge, diagnosis of his strengths and weaknesses, identification of his requirements, and communicating them to others who can support him or meet those requirements. Avant, 2013: 7), so it is represented in the individual's ability to clearly state his needs and make responsible decisions about the support needed to meet those needs (Sodden, et al, 2003: 30). Thus, self-advocacy revolves around the individual's ability to estimate the support he needs to achieve success and communicate this information to influential people in a timely manner, including teachers and faculty members (Friend, Bursuck, 2012: 38).

It is an effective and motivating factor for individuals, especially for those in the educational stage, and according to some studies, self-advocacy can enhance personal identity and strive to support individual self-determination, and increase self-esteem. Godley and Simon point out that self-advocacy is a process of personality development that enables an individual to feel confident and able to express his feelings and motives (Manthorpe et al, 2005: 12).

Dimensions of self-advocacy

Many researchers agreed that self-advocacy includes four dimensions: self-awareness, knowledge of personal rights, communication and leadership. Kinney; Ekman, 2017: 346). Harris also presented five dimensions for it, which are: autonomy to understand and express oneself, control to control and monitor behavior, experience that makes the individual defend himself, self-knowledge, in addition to the internal motivation for self-advocacy and the desire to achieve success (Harris, 2009: 101-102).

In addition, others saw it as consisting of seven dimensions that begin 1- with self-efficacy, then 2- self-confidence, 3- self-awareness, 4- going through decision-making, 5- independence, 6- self-acceptance, 7- ending with communication (Yassin, Ibrahim, 2017: 256). Dean reviewed a list of dimensions of self-advocacy, including: empowerment to know strengths and weaknesses, arrangement of needs, knowledge of the environment and factors influencing it, development of a plan to demand needs, struggle to implement them, communication and negotiation to achieve its components (Dean, 2009: 96-104).

General principles of self-advocacy

Explain both (Birmingham & Deborah, 2001) self-advocacy from a social perspective as the basic function of practicing social work, because it helps individuals to achieve independence and work on developing the skills that individuals need to defend themselves and their interests, as they see that advocacy has the following main principles:

a- Promoting equality, justice and social inclusion.

B- Enhancing the individual's ability to express himself or hear his voice.

T- Helping individuals understand and realize the exercise of their rights.

w- Advocacy is a method of promoting needs and rights that involves championing or supporting causes on behalf of individuals so that they can speak up for themselves.

c- Giving individuals the opportunity to participate and influence the decisions made regarding their future, that is, they view advocacy as a mechanism for promoting social justice (Diab, 2021: 41).

Advantages of self-advocacy for individuals

1. It comes with new ideas from the individual's reality and enables parents and educators to see the problem and the solution from the individual's point of view.

2. Enable individuals to provide solutions to them.

3. It sheds light on individuals and creates social acceptance for them as active actors in the educational and social environment.

4. Work on providing them with new skills to enhance their self-confidence.

5. Developing a sense of responsibility for the individual (Gideon et al., 2020: 34).

describes (Sutcliffe & West, 1990) self-advocacy is more complex and diverse, as it operates in different ways.

Examples of self-advocacy

Harris model (Harris, 2009)

The idea of self-advocacy has evolved from the mere idea of an individual expressing himself to the idea of being aware of his own or personal needs, with defining his options and progressing to draw the desired goals to reach problem-solving and decision-making. Self-advocacy and defending his rights, in addition to that, self-advocacy is a concept based on providing advice, which can be observed proactively at the beginning of any career in life (Harris, 2009, 9).

(Hines, 2006) indicates that the purpose of self-advocacy is to help individuals increase their sense of personal power, and to achieve positive changes in their lives (Harris, 2009, 11).

has set (Harris, 2009) five areas of self-advocacy, which are as follows:

1. independence -Autonomy: One of the main dimensions of self-advocacy is the ability of individuals to confront others and disagree with them, to make their own academic decisions, to express themselves in front of others and to assert themselves. Or specialists, so it requires understanding them and knowing their ability to express what they need to achieve achievement, including academic success, and here lies the role of parents or teachers in promoting and developing self-advocacy among their children by helping and encouraging them to express themselves and know their rights and needs in addition to striving for The way to work hard to satisfy these needs.

2. control -Control: One of the main factors and dimensions for achieving academic and personal success, as it includes motivating cognitive processes to help individuals control, monitor, and control their behavior in a way that achieves academic success for them. Self-advocacy also includes developing self-regulation skills, so that students participate in the educational process effectively and masterfully to develop Educational goals, future plans and programs that enable them to make educational decisions and achieve academic achievement, including:

a- internal -Internal: It is the individual's feeling that he can decide positive or negative events and situations in his own world or environment, and his belief that these events are a logical result of the actions he is doing, and it also indicates the individual's sense of control over his environment.

B- external -Extern: The individual's feeling that those with power and influence decide his fate and control the events that take place in his private life or his environment. It also indicates the individual's sense of powerlessness and weak personal responsibility for the results of his own actions (Diab, 2021: 48).

3. Experience -Experience: It means that it is the ability of individuals to use self-advocacy skills in their environments, which allows developing and strengthening these skills, and awareness of how and when to apply them to situations, and allows individuals to provide them with the opportunity to participate effectively, in a way that guarantees them justice without discrimination and To receive the services they need, there are two elements that support expertise:

a- the opportunity -Opportunity: It is the ability of the participating individuals to use self-advocacy skills in situations in which they can obtain feedback, and refine the practice of these skills to achieve goals and allow individuals the opportunity to identify the skills they have, the skills that represent areas of strength, and the

skills that they need to development, as it allows them to apply their self-knowledge and awareness of the rights they enjoy, and it also allows them to communicate with others to express their needs and goals, and there are two types of opportunities:

- Official/Formal: It is represented in situations that were created to obtain responses and participation of individuals, such as classroom discussions and formal meetings related to self-advocacy skills.

- unofficial/Informal: It is less structured in design compared to formal opportunities, such as the ability to interact outside the classroom away from formal meetings, which also allows for the use of self-advocacy skills (Harris, 2009:25).

B- Leadership: Leadership refers to the ability of an individual to assume leadership roles in a social environment by organizing and pursuing a social activity or task.

4. Knowledge -Knowledge: It comes from individuals' familiarity with information and their awareness of the skills that make them defend themselves in front of others, and knowing their personal and academic needs and goals and how to defend them. .

5. Motivation Motivation: It is an internal state of individuals and includes their need to advocate for themselves and make their will, and to possess the determination to excel in all fields, and this means that the individual has the motivation that drives him and directs him towards making efforts that will achieve achievement (Harris, 2009, 27).

The second axis: previous studies

1- Kano Study, (Cano, 2009): Experiences of self-advocacy among university students

Cano, M (2009): Self-Advocacy Experiences Of College Students

This study aimed to conduct self-advocacy experiments among university students as it is an important factor for students' success. The number of students reached (201) students. A questionnaire for fair classroom environment and a questionnaire for self-advocacy prepared by the researcher were applied to them. The results revealed that the students who had a good relationship with faculty members They described the academic environment as more self-advocacy for themselves and more self-defense than others. The study also found that self-affirmation, academic self-concept, self-efficacy and problem-solving skills increase self-advocacy.

2 -Villanova Study, (Villanueva, 2009): Studying differences in different levels of self-advocacy and its relationship to academic achievement.

Villanueva, D. (2009): Students With Learning Disabilities in postsecondary education differences among students with varying levels of self-advocacy skills and academic achievement

This study aimed to find out the factors that encourage or discourage self-advocacy among students with learning disabilities at the university level.), as well as students' self-perceptions regarding their learning difficulties. Five questionnaires were used to describe the perceptions of students and faculty members regarding learning difficulties and fair classrooms at the university level. The study reached several results, the most important of which was the existence of a relationship between self-advocacy and academic achievement.

3 -Walker study, (Walker, 2010): The relationship between professional maturity, self-efficacy, and self-advocacy

Walker, Q. D (2010): An investigation of the relationship between career maturity, career decision self - efficacy and self - advocacy

This study aimed to find out the relationship between professional maturity, self-efficacy and self-advocacy among university students. (347) university students participated in the study, as well as (89) of them had a disability. The questionnaires, and the study found that there is a relationship between competence as a dimension of psychological empowerment and self-advocacy among ordinary and disabled university students.

The third chapter: research methodology and procedures

Research Methodology

The current research aims to identify self-advocacy among university students, so the appropriate approach is the descriptive approach, which is a scientific diagnosis of a phenomenon, and insight into it quantitatively and with linguistic and mathematical symbols 0 (Dawood and Abdel-Rahman, 1990: 163).

community and research sample

The current research community consists of students of the University of Babylon, for the scientific and human specializations, for both sexes, and for the morning study, for the academic year (2023-2022), whose number is (20 colleges in various scientific and human specializations, as their number is (25559) male and female students, the humanities colleges represent (47%), as their number reached (12045), distributed according to the gender variable at a rate of (20%) Males, as their number reached ((5126) students, and the percentage of females reached ((27%), as their number reached (6919) students, and scientific disciplines represent ((53%), as their number reached ((13514), distributed according to the gender variable, with a percentage((23%) of males, as it reached Their number ((5920 students), and the ratio female ((30%), as their number reached (7594)

students of the total community has been distributed. We find that the colleges were distributed by (5) humanities colleges and (14) scientific colleges from the total number of colleges, and to determine the colleges included in the selection of the sample, the researcher used the simple random method in order to fulfill the conditions for selecting a homogeneous and representative sample of the community, as two colleges were selected from the humanities and three colleges from the scientific specialization. To achieve the best distribution of the student sample according to the gender variable (male, female) and specialization (scientific, human) and stage, the researcher decided to choose a sample of students according to the method of the random stratified sample with a proportional distribution in order to truly represent the original society. The researchers applied Thomson's equation to extract the sample size, and the result of the equation was 378 (University students, male and female students, and the research sample was distributed, where the humanities colleges represent a percentage of (48% (where they numbered) 182 (Male and female students were distributed according to the gender variable by percentage) 23 percent of males, where their number reached (87 (students, and the percentage of females reached) 25%) where their number reached (95 (A female student. It represents the scientific colleges.) 52%) as their number reached 960) (Male and female students were distributed according to the gender variable by a percentage of) 16 percent of males, as their number reached (60) student, and by (36%) of females, where their number reached (136) female student.

Research tool: self-advocacy scale

To measure self-advocacy, a tool was required to measure this variable, and after the researcher reviewed the literature and previous studies related to the subject, she did not find a suitable tool for measuring self-advocacy (locally or in the Arab world), due to the novelty of this variable. Therefore, the researcher adopted the Harris scale (Harris, 2009), which she translated into Arabic could achieve the research objectives for the following reasons:

- 1 -The researcher adopted the definition and model of self-advocacy (Harris, 2009).
- 2 -The scale is appropriate to the nature of the current sample, as it was prepared to identify self-advocacy among university students.

Description of the scale and how to correct it

The self-advocacy scale consists of ((51 items distributed over five domains: independence, which consists of (10 items), control, which consists of (11 items), while the field of expertise consists of (8) items, and as for the field of knowledge, it consists of (11 items), while it is The domain of motivation consists of ((11 items), and five alternatives for evaluating the responses are: (always apply to me, apply to me often, apply to me sometimes, apply to me rarely, never apply to me) and their scores are (2,3,4,5,1) respectively if the items are Positive, and reflect scores in case being Paragraphs are negative 5,4,3,2,1)).

Paragraph Validity

for a purpose. Verify the validity of the scale paragraphs. The paragraphs were presented in their initial form ((51 paragraphs on a number of (30) arbitrators specialized in educational and psychological sciences, in order to issue their rulings on the validity of these paragraphs and their suitability for university students, as well as the integrity and wording of the paragraph for the purpose for which it was set, as the calculated values for the paragraphs ranged between 8.53 – 30), which is higher than the tabular value of (3.84) at the level of significance (0.05) and the degree of freedom (1). Accordingly, all paragraphs are considered valid. (χ^2) (χ^2).

Experiment with the clarity of instructions and paragraphs of the self-advocacy scale:

The purpose of using this sample is to verify the extent of the sample's understanding of the paragraphs, to diagnose the difficulties facing the respondent, as well as to calculate the time it takes to answer the items of the scale (Al-Zamili, 53: 2017). The self-advocacy scale was applied to a sample of the Clarity of Paragraphs and Instructions experiment, which was randomly selected. It consisted of (40) male and female students, half of them from scientific specialization and the other half from human specialization. For the purpose of clarifying the answer, the researcher gave an illustrative example showing how to answer by choosing the appropriate alternative, then telling them that there is no right or wrong answer, and after applying the scale, it was found that all its paragraphs were clear and its instructions were understandable to the respondents, and the time it took to answer it ranged between (16-21 minutes, with an average time of (18) minute.

Statistical analysis of the items of the self-advocacy scale

The process of statistical analysis of the items of the scale is of a high degree of importance because of the function it leads to that contributes effectively to coming up with effective measurement tools that measure human characteristics and traits in an accurate manner, and that the purpose of conducting it is to ensure the quality and efficiency of each paragraph of the scale in its capacity. On the measure of what you set to measure (Al-Nabhan, (2013:220).

The aim of analyzing the paragraphs is to determine the ability to distinguish them among the subjects in terms of the feature or characteristic that is measured by the scale (discriminatory power) (Al-Tariri, (1997: 161), as the psychological measurement literature indicates that it is preferable to choose a sample of not less than ((400 individuals). (Anastasi, 1988:23)

Because this size is when the two terminal groups are chosen and by ((27% for each group achieves an appropriate size in each of them and a good contrast between them). (Ghiselli et al, 1981:434)

In order to perform the statistical analysis, a self-advocacy scale was applied to a sample consisting of ((400 male and female students from the University of Babylon, who were chosen by the stratified random method with a proportional distribution, from both scientific and human specializations. The researcher relied on the aforementioned Anastasi opinion in determining the sample size of the statistical analysis, , where the percentage of humanities colleges (48%) and their number (192(male and female students, distributed according to gender, where the percentage of males was)23%) and their number (92(students, and the percentage of females)25%) and their number reached (100(students, as for the scientific colleges, where the percentage reached (52percent of male and female students, the percentage of males was (16%) as their number reached (63(students, while the percentage of females reached (36%(where they numbered)145)

The discriminatory power of the items of the self-advocacy scale

The researcher used the method of the two end groups to verify the discriminatory power of the items of the self-advocacy scale, after applying the items of the scale on the statistical analysis sample of ((400 male and female students.soThe researcher followed the following steps:

- Correcting the scale and finding the total score for each questionnaire.
- The total scores of the self-advocacy scale questionnaires were arranged in descending order from highest to lowest score.
- select ratio(27% of the questionnaires with the highest scores are the upper group and the percentage of the lowest scores is the lowest group, as the number of questionnaires in each group reached ((108), of which the number of questionnaires that were subjected to statistical analysis is (216) questionnaires.

The arithmetic mean and standard deviation were extracted for both groups (upper and lower), then the t-test was applied to two independent samples (t-test) to verify testing the significance of the differences between the averages in the upper and lower groups, and the t-value was an indicator that achieves discrimination between the paragraphs of the scale by comparing the calculated t-value with the tabular t-value of ((1.96) and with a degree of freedom ((214), at the level of significance (0.05).).

Correlation of the paragraph score with the total score to scale

The researcher used the Pearson correlation coefficient.(Pearson Correlation) to find the correlation between the degree of each item of the scale with the total score of the scale and for the same sample that was used in the statistical analysis (400 male and female students).whereThe Pearson correlation coefficient values range from (.209-.588 0), which indicates that all correlation coefficients for the items of the self-advocacy scale are statistically significant when compared to the tabular value of (0.098) at the level of significance (0.05) and a degree of freedom ((398). According to this indicator, the items have the ability to distinguish in the feature measured in the subjects, and all vertebrae were preserved.

The degree of the paragraph is related to the degree of the field to which it belongs

The researcher used the Pearson correlation coefficient.(Pearson Correlation) to find the correlation between the degree of each paragraph and their total scores on that field to which it belongs and for the same sample that was used in the statistical analysis The values of the correlation coefficients range between (.471- .651) for the first domain (independence) And for the second field (control) It ranged between (As for the third domain (experience), it ranged between (.733-.588), while the fourth domain (knowledge) ranged between (.701-.456), while the fifth domain (motivation) ranged between (.654). -.326), which indicates that the correlation coefficients of the items of the self-advocacy scale are all statistically significant when compared to the tabular value of ((0.098) at a significance level of (0.05) and a degree of freedom ((398)..

Correlation of the field score with the total score of the scale

The researcher used the Pearson correlation coefficient.(Pearson Correlation) to find the correlation between the degree of each of the fields and their total scores and for the same sample that was used in the statistical analysiswhereIt appears that the correlation coefficients of the scores of each domain with the total score of the scale are statistically significant when compared to the tabular value of ((0.098 at a significance level of (0.05) and a degree of freedom ((398), and this means that the domains measure one phenomenon, which is self-advocacy. According to this indicator, the domains were kept, so the scale consists of five domains and includes ((48 items.

Psychometric properties of the self-advocacy scale

A- Honesty

Hawken points out that honesty represents the extent of the test's ability as a tool to measure the characteristic for which it was developed, and it is also related to the goal for which it is built and the decision that is taken based on its scores. (Zahraa Assed Jamme) and the validity of the scale was verified through the following indicators:

1 -Virtual validityFace Validity

The procedures of this type of validity include that the researcher presents the scale in its initial form to a group of experts and specialists, to examine the paragraphs of the scale and their relationship to the goal for which the scale was designed (Ghneim,89:2004). This procedure has been verified by presenting the scale to arbitrators in educational and psychological sciences and psychometrics-Appendix2 - This was mentioned in the paragraph of the validity of the paragraphs.

2 -Construction sincerityConstruct Validity

This type of validity depends on a broader description and requires more information about the behavioral characteristic to be measured (Ahmed,88:2004).

It represents a psychological feature or characteristic that cannot be observed directly, but is inferred from a set of behaviors associated with it (Melhem,2012:273).

It is one of the most complex types of honesty; Because it is based on theoretical assumptions that are verified empirically, as the designer of the scale relies on theories for the characteristic to be measured, and if the results are consistent with the assumptions on which the test designer relied, this indicates the indicator of the validity of the construction. In the case of inconsistency, it means that there is an error in the design Application Demo (Mohasneh,155:2013).

B - thestability:The reliability

The researchers extracted the stability of the self-advocacy scale (Zahraa Assed Jamme) in two ways:

Test method – retest

The researcher applied the self-advocacy scale on a sample consisting of ((40 male and female students other than the research sample were selected randomly and in equal numbers, distributed according to gender and specialization, from two different faculties, one for scientific specialization and the other for human specialization. The scale was re-applied to the same group two weeks after the first application, which is an appropriate period, so that the respondent does not remember the answers each time. Previous (Adams, 1964:58).

Then the relationship was calculated by Pearson's correlation coefficient between the degrees of the first and second application, and the stability coefficient extracted by the re-test method reached (.83)

Cronbach's alpha method:Cranbach Alpha

Cronbach found that this coefficient is an indicator of equivalence, that is, it gives good estimates of the equivalence coefficient along with internal consistency or homogeneity (mark,(165:2000).

In order to find the stability coefficient for the self-advocacy scale, the Alvacronbach equation was applied to the adult statistical analysis sample ((400 male and female students, as the stability coefficient extracted in this way was (.88)..

Description of the self-advocacy scale as finalized

After verifying the psychometric properties of the self-advocacy scale, the scale in its final form consisted of ((48 paragraphs, the paragraphs were formulated in the form of declarative statements with five alternatives: (always speak to me, often speak to me, sometimes speak to me, rarely speak to me, never speak to me) and their degrees are (1,2,3,4,5) on Consecutively in the case of paragraphs (in the direction of measuring the concept) and the scores are (5.4.3.2.1 in the case of paragraphs (against the direction of the concept) and that the highest score for the scale is (240) and its lowest score is (48), with a hypothetical mean (144).

Chapter Four: Presentation, discussion and interpretation of the results

The first objective: to identify self-advocacy among university students

To achieve this goal, the self-advocacy scale was applied to the sample (378) male and female students, and after data collection, analysis and statistical processing, the arithmetic mean was (191.65) with a standard deviation of (20.23) and by comparing the arithmetic mean with the hypothetical mean of the scale of (144) and to find out the differences. Among the sample, the t-test was used.t-test) for one sample, and this indicates that the research sample (university students) have self-advocacy.

Table 1: The Arithmetic Mean, The Hypothesis, The Standard Deviation, And The T-Value Of Self-Advocacy For The Research Sample

significance level 0.05	T value		standard deviation	Hypothesis average	SMA	the sample	variable
	Tabular	calculated					
D	1.96	45.38	20.23	144	191.65	378	Self-advocacy

There are statistically significant differences in self-advocacy by comparing the calculated t-value (45.38) with a tabular value of (1.96) at the level of significance ((0.05), and this indicates that the research sample (university students) have self-advocacy due to their ability to express their emotions, attitudes, opinions, beliefs, details of their lives, and defend their needs through self-knowledge and diagnosis of strengths and weakness, and identifying their requirements and communicating them to others who can support and fulfill them. Thus, the researcher noticed that university students have a high level of self-confidence, a sense of responsibility, and try new things to defend themselves, and take advantage of negative and positive situations and experiences and try to achieve personal goals. Which in turn supports his self-esteem, improving his social status, gaining equal opportunities with his colleagues, etc. without discrimination or prejudice, and this is confirmed by Harris' theory (Harris, 2009), which indicates that self-advocacy is the individual's ability to express his needs and support these needs and make responsible decisions about the necessary support for those needs, and it also helps the individual to defend himself (45: Harris, 2009).

These results are consistent with Walker's study (Walker, 2010), which refers to the recognition of self-advocacy as one of the important and main factors in student success and excellence in his university studies (Walker, 2010: 137).

CONCLUSIONS

- The university students, male and female, and from the scientific and human specialization, have self-advocacy as a characteristic of a successful individual, as they possess independence, control, experience, knowledge and motivation.

RECOMMENDATIONS

1. University professors cooperate to enable students to advocate for themselves by providing opportunities to express their opinions and academic needs, actively participating in the educational process, guiding students in creative activities, and encouraging them to achieve their goals.
2. The psychological counseling units in colleges and institutes hold seminars and educational courses for students in universities through which cultural awareness is spread about self-advocacy and how to deal with negative attitudes and events that cause frustration and failure.
3. Providing the appropriate social atmosphere for students to achieve the highest levels of communication and social relations.
4. Preparing professional development programs for the social and psychological specialist and providing him with methods of developing self-advocacy among university students.

SUGGESTIONS

1. A study similar to the current research, but dealing with other segments of society (department heads, faculty members, and university employees).
2. Self-advocacy and its relationship Methods of parental treatment among university students.
3. A study similar to the current research deals with demographic variables such as occupation, status, Social, type of housing, economic level.
4. The relationship between self-advocacy and tacit knowledge among university students.

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