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BUILD A SCALE OF EMOTIONAL EXPLOSION, FOR MU'TAH UNIVERSITY STUDENTS USING ITEM RESPONSE THEORY (IRT)

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ABSTRACT :*The current study aimed to build a scale of emotional explosion, mu'tah University students using item response theory (IRT), in order to achieve the objective of the study was to build the initial scale which consist of (70) item, each item have Likert scale, the scale has been applied to a sample of (1421) students. the results Showed (48) item fitting the assumptions of Andrish (ARSM) model as a appropriate theoretical models of item response theory. And finalized the scale contained (48) a Item fitting responses (1368) and (48) to Andrish (ARSM) model, using a program (BIGSTEPS) to fitting individuals and items responses to corresponding indices (ZSTD, MNSQ) (INFIT) and external (OUTFIT), and the exclusion of individuals and non-conformity, and the remaining responses re-analysis, resulting in the members free from difficulty, as well as individual free Items. Thus ethical intelligence scale building finalized (48) a Item with an appropriate Psychometric properties with a value of reliability coefficient for scale through the Cronbach's Alpha coefficient for internal consistency (0.94) and is a high value indicates that Items cubits interdependent and coherent and consistent with each of the terms can be used to measure the ethical intelligence feature. Using Item response theory through the use of Item Separation Index (G_i) for special reliability coefficient of Items which (5.91), and use the Person Separation Index (G_P) to get reliability coefficient for individuals with value (3.53) and over the ideal value (2) to demonstrate the adequacy of personnel and in the measurement of ethical intelligence feature. II calculated information function and the function of the information measure, where it was noted that more information introduction approximately halfway through the connected attribute (ability).*

KEYWORDS: IRT, Scales, Emotional explosion, Emotion

INTRODUCTION

Emotional hacking and the emotional burst which leads in the end into a criminal act such as a son who kills his seventy years old father with a gunshot, another example is a father who beats his own son till his death, also the example of a father who kills his own daughter by stabbing her with a knife, an interviewer who kill his life-long wife with a gunshot, and we can see many of these news every day in the newspapers and forecasts, and we surprisingly wonder what happened to lead to this? And what is it that drives the human being to turn into a murderer in the instant of a second? Where was the brain at that moment? And what is it that leaded to this burst? The psychological and neurological experts call such emotional burst "emotional hacking", the clues suggests that during these moments a certain centre in the (internal)brain which is the limbic system takes the lead in such emergency situations, and recruits the rest of the brain systems and parts to follow his schedule, and the emotional hacking occurs in that instant, so the response in these critical moments is set off in order to act faster and sooner than the response from the brain cortex which is the thinking brain or the high

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functional brain to comprehend what is happening or even to judge if this action is suitable for this situation or not. And the special relationship of this emotional hacking is that who experience such a thing doesn't know after the moment has passed what is that which has happened to them, for they have done what they did without understanding the consequences of what they did, or even thought about them, and that emotional hacking is not always a single separated moments of terrifying incidents which leads to criminal acts which might be considered brutal, because that it is often happens to us on a less catastrophic events but not necessarily less severe, and remember the last time you blown into someone's face, your wife or son or even the driver of a passing by car, and after you thought deeply about the thing that happened to you that it didn't require such intensity from you, and tell yourself: "what did I do? And why and how did I do such thing?" all these acts and actions are included under the name emotional hacking"

And if we want to categorize the field that cause the emotional burst we can see that they are vast and too large to be accounted for, but after .looking into the previous literature and taking counsel from those who has expertise in this area, we managed to identify a group of important fields such as, violence, extremism, terrorism, the racism to ones tribe or called the tribal racism or the social racism, frustration, the psychological diseases, the psychological factors, the social and economic factors, and political factors.

There have been many definitions for emotions, with the lack of agreement on a basic definition for the nature of that concept, it was defined as following:

- Internal states, connected to special knowledge aspects and feelings, and physiological reflexes and a certain expressive behaviour (Davidov. 1988).
- A complex feeling state which is accompanied by a certain specific physiological body function.
- An internal extreme state which is accompanied by a physiological internal changes and movement expressions.
- The emotions are a temporary state which doesn't last unless the conditions of which the emotion was set off repeated, or if the individual prolonged the thinking process about those circumstances.

The emotional burst (explosion): which is the psychological and neurological state which the individual experiences after a chain of continuous frustrations and suppressed anger, and it appears as a worrisome and often violent unplanned for bursts

- towards the various situations of life aspects, and the emotional burst has a bad influence and effects the health of the individual both psychologically and physically

Differentiating between the emotions and other expressions:

- Feelings: a relatively constant preparedness consisting of various emotions which is related to a certain topic such as: love and hate.
- Mood : a relatively moderate state which remains for a uncertain amount of time or comes from time to time, in saying so the mood is considered less violent and longer to stay than the emotions.
- Motives: wither we consider the emotions accompanying the motive, or as a result to the motive's frustration, it is considered a motive because It is some sort of tension that the individual is trying to relieve in order to restore his balance.

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Types of emotions:

- Innate and acquired, for the innate emotions show early in the individual's life and is set off by simple triggers, and they are basic, primary and can't be traced back into simpler emotions, as for the acquired emotions: they are consisting of various and multiple emotions.
- Uplifting emotions and suppressive emotions: for the uplifting emotions such as happiness as for the suppressive emotions such as grieve.

The aspects of emotions: (Najaty, 2002)

1- Self-experienced emotions aspect: and this aspect is experienced by the emotion baring individual himself and can be studied by internal self-observing and meditation, the individual comprehension of the situation is affected by outside objective factors and internal factors such as remembering and anticipations.
2- An outside apparent aspect: which includes most expressions and modes, as well as the choice of words and the tone of voice, which is what usually other individuals behaviour is judged based upon.
3- An internal physiological aspect: which includes all the changes that occur in the haematological circulation, changes in the internal bowel organs, changes in the secretions of the glands and the increase in liver releasing of the glucose into the blood stream which leads to increasing the power and energy in the body which is needed for reactions to emotions.

The study's problem:

The universities is considered as one of the influencing institution in preparing the university students and in the advancement of the societies, for they affect their behaviour, and guide and directs the students in the right direction which helps achieve the positive and successful interaction with the society which they live in, for that the university should work on setting the optimal atmosphere as well as the opportunities, activities, and the programs which helps the students reach a balanced growth and development from all aspects (physical, mental, internal, national and social) and to allow them to gain the skills and experiences which helps them become respectable fulfilled citizens in their society (Ali, 1987).

And it is noted in the recent period of time that the behaviour pattern of university violence, the cheating in exams and tests, the disrespect of the students to their teachers, and the skipping and escaping the lecture periods, which indicates the presence of a problem in the emotional and psychological values that are implanted into the students, as well as the effect of the regional changes, as well as the political, economic and the social changes which occurs in the society surrounding them, and their effect on the emotional values, and as a result for what has recently spread amongst the students in the recent times of some of the behavioural and emotional patterns which are considered as un ethical, wither we are talking about physical and verbal abuse, hatred, envy and animosity, the need to pay attention to the psychological, economic, and political emotions has become vital and of real importance and need, for the researcher has noticed through dealing with the students in the university, the increase in the unacceptable and considered bad behaviours amongst the students, which was represented in the form of being late for the set time of lectures as well as the exams, not mentioning the behaviour of cheating and the low level of discipline in the lecture periods, and the lack of interest and attention by using smart phones inside the lecture

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halls, and the lettering and throwing the trash on the floor, not taking care of the facilities inside the university which reaches up to vandalism, the low level of participation in the cultural and social events in the university, which represents a weakness in the field in their emotional control, psychological behaviour, which all indicates the researcher to build the following study (a construction of a scale for the emotional burst amongst the university students).

The questions of the study

This study has attempted to answer the following questions:

1. How accurate and identical the responses of the study sample to the items of the emotional burst, with the evaluation scale which is derived from the item response theory (One Parameter Model (Rash Model)?
2. What are the psychometric properties to the emotional burst scale according to the evaluation scale which is derived from the item response theory (One Parameter Model (Rash Model)?

The study goals

1. Construction of a scale for the emotional burst amongst the university students.
2. Calculating the psychometric properties to the emotional burst scale on a sample of the university students.

The importance of the study

The importance of the current study from the theoretical aspect lies in the facts that it is the first of its kind on the local level (as far as the researcher knows) which was interested in construction of a scale for the emotional burst amongst the Jordanian university students using the item response, to be a pioneer amongst the interested parties in this study subjects, for the researcher in this study offers a scale for the emotional burst, and the importance of this study comes from the fact that our universities and students in the current time faces many problems, maybe the most pressing in the meantime are the problems regarding the emotional aspect and the prominence of the university violence, in so this study is important for it includes all the aspects which sets the scale for the emotional burst for the targeted group in the advanced age groups reaching to the university level and its reflection on him dealing with his friends and other companions, and also it is useful for the educational authorities to draw organized plans regarding dealing with the students in the educational environment in the stage of pre-university and university level to reach an ethical prosperity ,growth and educational fulfilled goals (Nasser, 2006).

As for the practical applicable importance of the current study, it lies in the fact that it is offering a new scale for the emotional burst amongst the university students with high psychometric properties to open a field to other studies which is looking into the emotional burst and its relation to other personal characteristics.

The procedural and conceptual definitions

- Emotions: Internal states, connected to special knowledge aspects and feelings, and physiological reflexes and a certain expressive behaviour (Davidov, 1988).
- The item response theory: which is a measurement theory through it the properties of the item are figured such as (difficulty, differentiation, estimation), and the similarity indicators for the item and the information function, as well as the marginal error of the estimation (Allam, 2002).

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- The emotional burst (explosion): which is the psychological and neurological state which the individual experiences after a chain of continuous frustrations and suppressed anger, and it appears as a worrisome and often violent unplanned for bursts towards the various situations of life aspects, and the emotional burst has a bad influence and effects the health of the individual both psychologically and physically.

THE THEORETICAL FRAME AND PREVIOUS STUDIES

The Theoretical frame

It's not enough for the meditation and internal viewing to judge the emotion, because the emotional individual can't express his emotions clearly, and it's no enough to depend on the physiological changes because the can be in common between different emotions, and it's not enough to depend of the emotional expression, for although some movements and positions are involuntary, some of the more innate changes is changed through learning and the effect of the environment and can take social meaning beside the voluntary expressions which is considered as a stage for faking and manipulating emotions which is deceiving and changing to the true nature of the emotion, there is also the change of the emotional expression amongst the different cultures around the world.

And for the judging of the emotion to be accurate the set of apparent emotional expressions and the verbal stating of the emotional individual and the situation which the emotion was set of in must be known and well documented and studied.

Emotional theories

James ling theory: this theory explained the relationship between the aspects of emotions by that the comprehension of the individual to the affecters causes the body to physiologically change and the feeling of the emotion is the sensation that resulted from these biological and physiological changes.

The emergency theory: as explained by canon and bard that the thalamus is not just a passage of the afferent impulses to the brain under the effect of the emotional situation but the thalamus in the same time send electrical impulses to the brain cortex for the feeling of the emotion to occurs also send the impulses to the internal organs as well as the muscles for the physiological responses to happen

Which means after the comprehension of the situation the expression of the feeling happens and the physiological changes in the body occurs at the same time, and this theory is different for the theory of James ling by considering the physiological changes as a supporter to the feeling in the expression of the emotion, But not the main cause in it.

Tompkins theory in the facial expression feedback: this theory explains that some physiological changes and the facial expression are accompanied in an innate way to some basic emotions such as fear, grieve, anger, disgustment, surprisingness and happiness.

For when the changes in the facial expressions happen which is specific for a certain emotion that should lead to the happening of the accompanying physiological changes which is linked to this specific emotion and the experience of the known emotion (Najaty,2002).

Violence: the definitions of violence are multiple and various, where the researchers never agreed to a single unanimous definition, because the violence is a complex

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behaviour and have multiple interacting reasons, some researchers see that the difficulty in the definition lies in the different in the use of this term, for it is used to describe the behaviour of the human when he is defending his survival and his self-consciousness, and it is also used to describe the individual who is active and aspiring, and also in describing the criminal who kills his victim (Kurt, 2001).

And it is also known as it is a behaviour or an act which is characterized by being aggressive which is expressed by certain a side which can be an individual or a group of individual or a stratify of the community or even a whole country, in order to exploit another side in the borders or a strong unmatched economically, socially or politically, in order to accomplish financial damage, physiological or psychological damages to an individual, or a stratify of the community or even a whole country (Okasheah, 2004).
The violence from the psychological aspect as seen by (Al-Maghribi, 1980) is a behavioural response which unique of having a highly severe emotion that includes the decrease in the level of consciousness and thinking, and based on that, it is not necessarily for the violence to be close proximity to the negative use of force, or always accompanying the evilness and destruction, because the violence might be a necessity in a certain situation to express a specific reality or to change a reality that requires changing using violence, and the violence also can occur as a result and a response to a standing violence which in this case is called the counter violence.

As for the organization of (UNISCO, 2000) it defines the violence as it is the using of the means and ways which targets the harmful and foul doing to the other individual vitality, either physically, or psychologically , or morally, and the organization considers the psychological and moral forms of violence to be greater and more dangerous than the physical violence.

Aggressiveness: the Aggressiveness is considered as a generally and widely distributed phenomenon which is practiced in many and various ways, and takes many forms such as the competition in work and in the business, and amongst the school students, as well as playing to some end, and the Aggressiveness takes many shapes such as the expression by verbal and using words or the physical expression, or the destruction to what an individual likes or loves, for the individuals fights amongst themselves , the families fight as well, the tribes assault other neighbouring tribes, and countries fight in between themselves, for the human Aggressiveness is a fact that is standing fact that the humans has known sense the bingeing of time of his existence on earth, and the first act of Aggressiveness dealt on earth is the act between the two sons of Adam Qabeel and Habeel (AL-Hamshary, 2007).

As seen by (Aetzioni, 2006) that there is an interaction between the violence and the Aggressiveness, for that the violence is the action which causes the harming to the individual, and sometimes to properties only, as for the Aggressiveness it includes in its definition the assaulting of others individuals and attacking them including the obvious violence and the obscure violence such as disrupting the reputation and the act of sarcasm and direct self-attack and the dominant action and other forms.

Extremism: the concept of Extremism is used to describe actions or thoughts that is viewed by the starters of this concept to be unexplained, for that it is from the side of the ideas, this concept is used to describe the political ideology which is considered far

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from the political direction of the society, and this concept also means the using of unacceptable means by the society like vandalism and the violence to publicise and favouring a certain agenda (Abu-Al-Rous, 2001).

Terrorism: many of the researches combine violence with terrorism for terrorism is the act of practicing the violence and the threatening in order to create fear in the targeted individual to make him change his behaviour and standings and that means violence and criminal acts that calls for punishment, and the act of terrorism is a behaviour which is criminal and contains use of power or threatening to use it in order to achieve certain goals, wither this behaviour came from individuals or group of individuals or organisations or even whole countries (Al-Sharifen, 2009).

The social and tribal racism: the racism is known to be the extremism and taking the matter in a violent and sever way, and not accepting the other side and refusing him, and the pride to following the other side's opinion even if it was the correct one, and also the extremism to support his own people or tribe or who believes in his principles wither they were correct or not, for the racism is the opposite of the forgiveness and the closure is the opposite of the openness, and the stiffening of the mind is the opposite of thinking, and the racism and favourism is the opposite of the fairness and justice, for the concept of racism is hated and despised (Al-Dmkhy, 2008).
The study which was performed by (Khamesh, 2007) found that the tribal racism and the racism to the relatives consist of what is a portion of 64 percent of the fights in the universities.

The psychological factors: which are the presence of reasons which have origins which is linked to reasons due to the presence of an abnormal and disturbed growth in the childhood, and the lack of fulfilment of the needs necessary for the individual and the disturbances in the relationships both personal and social, and some behavioural disturbances may be expressed in the personality in a fundamental form as a result of the abnormal development in the personality and that is represented by the lack of emotional growth and the inability to take responsibility, and amongst the factors which are important, the lack of mothers attention and caring for the child in the early childhood stage, where the study shown to the fact that the growth away from the familial atmosphere helps in the development of the behavioural disturbances and to set off disturbances in the psychological environment, for the lack of ability to face off the emergency circumstances and to view the psychological environment as it is one of the factors contributing to the presence and act of violence (Abd-Alruhman, 2000. Al-Ayosi, 2001).

Frustration: the frustration is considered to be one of the psychological behavioural abnormalities which occurs when the individual faces an obstacle that stands between him and the fulfilment of one of his needs, and the obstacles varies which can cause the individual to feel frustration, some of them is regarding the individual himself more than there link to the surrounding environment and some of them are linked to the environment of which the individual lives in more than they are linked to the individual himself (Al-Hindawi, Al-Zghoul, 2002).

The psychological disuses: which is a disturbance in the human behaviour which leads in turn to the disturbance in his psychological emotional equilibrium with himself, or

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with the ones surrounding him from the corners of the human environment and its contents (Al-Hashmi, 1987).
And the studies and researches regarding the field of psychology and the psychiatry that the personality of the beaten s a sick personality, and that there is a common properties between the beaten and the psychologically ill patient (Al-Llwoayhek, 1992).

Social and economic factors: perhaps the lack of healthy normal view and the lack of a goal to be sought is a main reason that leads the individual to perform an unhealthy abnormal behaviour where he doesn't comprehend or doesn't care to the consequences of this behaviour from bad consequences that may lead to deprive him from acquiring what should guarantee him a good life (Rudwan, 2002).

Political factors: the political opinions and the extremism for them is the other side of the coin of the tribal racism and the group extremism, for when the extremism to the tribe is affected the political extremism is affected which works on making the matters more difficult and complex and many students didn't learn the language of conversation and the accepting of the other side's opinion (Arabyat, 2007).

Item Response Theory (IRT)
The item's response theory (IRT): the modern theory in measurement with its many models has beaten the existing problem in choosing the items according to the classical methods by introducing the way to choose the items and the ability of the tested to allow the developer of the scale to choose the more effective items in the range that sets by a cut off mark on the scale of ability that helps differentiating the levels of perfection, and the perfection on the scale of (Hambleton and Rogers, 1991).
Item response theory models.

The item response theory (the modern theory) allows in the measurement a way to make a model of relationship between a variable that is undetected and used to measure those abilities (the name of the ability which the test measures) and the probability of a correct response to a certain item and that is by a logarithmic functions which ties the ability of the tested and the items outlines with the probability of correct response to that same item, and from that we can derive multiple models all of them assume that one capability can measure the functionality of this test, and that functionality can be represented as a liner chart with infinite borders but they change in their properties which the items describe and the difficulty scales and functionality scales theoretically on a linier chart which is between the value of $(-\infty,\infty)$ but practically it is set off between the value of (-3,3) and that is because it is extremely rare to have a values above 3 or values lower than -3 (Hambleton & Swaminathan, 1985).
And multiple different mathematical models were developed and that is to express the relationship between the ability and the possibility of a correct answer to the item, and these models differs in their mathematical form and the number of its markings, it is also different by the number of assumptions which are required to be present in the information and data used.

And the models item's response theory is divided into two divisions:

- The dichotomous IRT models : from those is the one parameter logistics model and the two parameter logistics model and the three parameter logistics model

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- The polytomous IRT models : and these models differentiate between the tested who has a part of the knowledge and those who doesn't has any knowledge and an example of those is the gradual response model which is an extension to the two parameter logistics model, and the partial rating model and the rating scale (RSM), and those are an extension to the one parameter logistics model, and the name response model (NRM) which is fit for responses that can't be classified into multilevel categories (Embreston and Rise, 2000).

The models of the item's response theory which has a double scale for that it depends on the three features of the items and from those a multiple mathematical models are derived which were known as the full properties models, each and every model of those Is depending on a mathematical equation that sets the performance of the individual on a scale by his ability which lies behind this performance and explains it , and The item's response theory includes the logistic models (Hambleton and Rogers, 1991).

- **One parameter logistics model (Rash Model)**: which includes a psychological reality in the mathematical form, and it represents in a realistic way about the dynamic of the interaction between the individuals and the items of the test, and this model is the easiest of The one dimensional item's response model and it is also known as Rash model attributed to the Danish mathematical scientist Gorge Rash, and he developed this model in an independent way from the other item response models and it is possible to be considered as a model where the chart specific for each item is represented by a one parameter logistic logarithmic which means by the lead of one parameter only which is the item's difficulty, and the variable in Rash's model is the probability of the individual to answer correctly on a specific test item, as for the subtle independent variable they are the individual's ability (θ) and the item's difficulty (β).

$$p_i(\theta) = \frac{e^{D(\theta - b_i)}}{1+e^{D(\theta - b_i)}} \text{----------(1)}$$

$$where\ i = 1.2,3 \dots, n$$

- **Two parameter logistics model**: and in this model the items of the test is different in its difficulty and its differentiation.

$$p_i(\theta) = \frac{e^{Da_i(\theta - b_i)}}{1+e^{Da_i(\theta - b_i)}} \text{---------- (2)}$$

$$where\ i = 1.2,3 \dots, n$$

- **Three parameter logistics model (Birnbaum model)**: as for this model the difference in the test items in its difficulty, its differentiation and in its ability to prediction, and this model is set apart by its ability to tell the location parameter and the slope parameter and the guessing parameter for each item and in doing so it leads to a more realistic results in the testing process and in building the scales (Allam, 2000).

$$p_i(\theta) = c_i + (1 - c_i)\frac{e^{Da_i(\theta - b_i)}}{1+e^{Da_i(\theta - b_i)}} \text{---------- (3)}$$

$$where\ i = 1.2,3 \dots, n$$

Where the:

$p_i(\theta)$: is the probability of the correct answer for an individual who is his ability isθ for the item i anda_i which is the item differential parameter.

θ= the ability of an individual, D = 1.702 which is a level coefficient, b_i= the items difficulty parameter

c_i: is the items guessing parameter which represents the lower asymptote, and it tells the tested with lower abilities probability of answering the item by guessing and the goal of adding this parameter in the model is to care for the non-matching of the charts

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of items probability on the lower asymptote to the chart of the ability were guessing is one of the parameters which can affect the performance in the test.

The previous studies

This study aimed to build a scale for the emotional burst in the students in Mu'tah universities using The item's response model where the previous studies are being studied and analysed which are related to the subject of this study of which the researcher found and had access to after returning to the information sources and the previous studies where taken according to its chronological order from the newest and most modern to the oldest studies as following:

A study was performed by (Al-Shamaileh, 2006) that is aimed to build a scale to measure the social effects of using internet by Jordanian universities students. The scale includes (40) items distributed among (7) fields: The conventions and traditional religious, psychological, addiction of internet, moral, educational and science, and political fields. A stratified random sample consisted of (2355) male and female students. The results revealed that using internet cause a low degree of negative effects on conventions and traditional, religious, and addiction of internet fields. However the consequences of using the internet were positive to a low degree in items of political field, While they were positive to a high degree in the educational and science field, while the effects were negative to a middle degree in the psychological, and moral fields. The results showed statistically significant effects of internet due to gender in all fields, the effect were more negative for male than female on the fields that have negative content, while they were more positive on the fields which have positive content. Moreover the type college, showed statistically significant effects of internet in respect to the religious, moral, educational and science fields. Finally, the results revealed that there was a considerable effect of the interaction between gender and college in the psychological, political, educational and science fields.

A study was performed by Abu-hajjar (2011) that aimed to build a multi-level scale for thinking of a way to solve the problem and to correct in psychometric properties according to the item's response theory for the elementary level, the scale was applied to the main sample which is a sum of 1540 male and females students in the sixth, eighth and tenth grade in the elementary stage in the school year of 2010-2011 and the statistical analysis for the information was performed thorough using the statistical program (SPSS)and the program (BILOG-MG) and the results shown as a three pattern model in The item's response as a values of difficulty which is valued in between 1.071 and 1.944 and values of differentiation which is between 0.490 and 3.474 and values for guessing which is between 0.229 and 0.500 in the total sample and the result of the square of Kai as an indicator are identical to the items of the scale, and the presence of items that don't match the model at the level of the coefficient α=0.05 which the levels of ability differs in and it shown 18 items that are not on match with the model.

A study was performed by Jawarneh and Al-Sharifen (2012) that is aimed to build a scale to measure the tendencies of the tenth years old students into the occupational work and to achieve the study's goal a primary picture of the scale was built to form a 96 items according Likert five-level scale, and after it's judgment and application on a study sample the numbers of the scales item is now 68 items and the scale was applied on a sample consisting of 533 male and female students and the results indicated that

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the matching of 46 items to the assumptions of the evaluation scale which is derived from rash's one parameter model as one of The item's response theory suitable for this scale as well as the fact that the scale in its final form contained 46 item and a proper psychometric properties, for the consistency coefficient for the items of the scale reached a value of 0.98, and the consistency coefficient for the individuals 0.93, and the scale has the qualities of the many validity properties and the results shown that the scale offers the maximum amount of information about the average ability individuals. A study was performed by (Alqararah, 2015) that is aimed to build a scale to measure the social participation for Jordanian universities students. To achieve the aim of this study a (51) items scale was designed, these items cover all aspects of the scale. The scale was applied on (1072) students (male and female) from three university spread over three provinces (north and middle and south). The scale included the needed psychometric characteristics (validity, reliability and criteria). Regarding validity all face validity, interior construct validity and concrete criterion validity were verified, also the values of reliability were calculated to each dimension of the scale and the whole scale through reliability concept, it was (0.83) for the whole scale and for the dimensions it was between (0.80 – 0.83), the interior consistency by the use of Cronbach's Alpha was (0.87) for the whole scale and between (0.81 – 0.92) for the dimensions, the split-half was (0.85) for the whole scale and (0.88 – 0.92) for the criteria of percentiles as criteria of pure degree for each aspect of the scale.

METHODOLOGY AND PROCEDURES

The Population study

The study's population consisted of all the students in the bachelor degree stage in Mutah university who registered for the summer semester for the year 2014-2015 which reached up to 15759 male and female students, of them there are 7284 male student, and 8532 female student and that is according to the statistics got from the administration and registration unit in Mutah university.

The sample study

A random sample were selected consisting from 1421 male and female students where the researcher selected some classes and from the scientific faculties and their number reached up to 269 class and from all the studying year levels, and from the humanistic faculties which reached up to 259 class and from all studying year levels, and then the researcher chose 10 classes from the scientific facilities' classes from them 4 classes where from the first studying year, and 3 class where from the second studying year, and 2 classes where from the third studying year, and a single class where from the forth studying year, and using the same way to choose the classes for the humanistic facilities, and table (1) shows the distribution of the study sample according to the variables off sex and faculty.

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Table 1. Distribution of study sample according to the variables (sex / College)

Total	College		Sex
	humanitarian	Scientific	
677	330	347	Male
47.6%	23.2%	24.4%	
744	421	323	Female
52.4%	29.6%	22.7%	
1421	751	670	**Total**
100.0%	52.9%	47.1%	

The study Instrument

After using the help of a number of previous study and after reviewing the theoretical literature regarding the emotions in general and the psychological emotion in specific, and the special theory concerning it, the researcher wrote the periods of the scale in its primary form, so that it covers all the aspects of the scale, and the number of items of the scale in its primary form reached up to 70 items, each item has a 5 level marking which are classified as following (totally agree, agree, neutral, disagree, totally disagree) which took the concepts which influence in the emotional burst such as violence, extremism, terrorism, the racism to ones tribe or called the tribal racism or the social racism, frustration, the psychological diseases, the psychological factors, the social and economic factors, and political factors.

The validity markers for the emotional burst scale

To check the apparent validity of the scale it was shown in its primary form which is consisting from 70 items on a group of judges, which reached up to 15 judges from those who have expertise and speciality in the field of psychiatry and measurement and scales and the curriculum and the psychological guldens and that is to give opinions about: the dimensional harmony with the definition with the emotional burst, and the language and clearance of the items, and how much does the items represents the dimension which it belongs under, and any notes they see important and fitting for the building of this scale varying from addition to deleting and removing or merging of some of the items, and after taking the notes of the judges a number of items were merged and deleting and removing of 17 items which had a harmony level of around 80% between the judges that they should be removed and the language and choice of words of some of the items were altered and correcting the spelling mistakes for some other items for the scale top reach the final form after the judges adjustments to consist of 53 items.

Also the researcher had applied the scale in its form after the alteration recommended by the judges which is now consisting of 53 items on one of the classes in a random way chosen which is consisting of 50 male and female students, where they were asked to answer seriously and truthfully on the items of the scale after checking and confirming the importance of the study, and also they were asked to offer any notes or observations regarding the items of the scale ranging from the obscurity of any of the items or if the language of any of the items were ambiguous, and after collecting all of the scale form surveys and taking in consideration their answers and notes the reforming of some of the items in a spelling and language which was agreed by more than 90% of the students to be not understood.

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Choosing the model

The researcher had chosen the model of the rating scale which comes from the item response theory which was a one parameter model or what is called the Rash model and that is because of how it fits the profile for analysing the data and information for many regards the most important of those are: that it is considered from the logistic models that are unique for their easily calculable mathematically and they lack of influence by the responders who answered the scale without being serious or who was just missing around, and lastly because of the presence of a proper statistical programs which are easily used and has the ability to analyse the information within the very same programme according to the rating scale model such as the program of (BIGSTEPS) and the program of (EQSIRT).

Checking the assumptions of the rating scale model

The item response model (IRT) which include the used rating scale model in the current study which is derived from the model of the item response theory of the one parameter model (Rash model) is built on a group of assumptions which was checked and proven valid by using the following:

1. The unidimensionality assumption

The scale in its primary form which consisted of 53 items was deployed on a sample of the study chosen randomly in the stratified method, which consisted of 1421 male and female students, and that is for checking the one parameter model to the response on the study sample's individuals on the measurement items, where it depended on three indicators to show the unidimensionality which are:-

The corrected item-total correlation indicator: where the corrected item-total correlation for the correlation of every item of the scales item as a whole after removing the same item from the scale, and the table (2) bellow shows the values of that correlation.

Table 2. Corrected item-Total correlation to link each item of scale as a whole, consisting of (53 items, 1421 students).

Corrected item-Total correlation	Item no.	Corrected item-Total correlation	Item no	Corrected item-Total correlation	Item no.
.35	37	.48	19	.49	1
.45	38	.43	20	***-.06***	***2***
.11	***39***	.46	21	.51	3
.43	40	.47	22	.55	4
.42	41	***.08***	***23***	.41	5
.34	42	.53	24	.55	6
.50	43	.45	25	.50	7
.51	44	.55	26	.55	8
.45	45	.52	27	.45	9
.44	46	.47	28	.48	10
.51	47	.54	29	.46	11
.48	48	.48	30	.51	12
.48	49	.42	31	.46	13
.38	50	***.06***	***32***	***.05***	***14***
.52	51	.43	33	.55	15
.53	52	.43	34	.54	16
.57	53	.45	35	.49	17

And we can notice from the table (2) above that the value of the corrected item-total correlation ranged between (-0.06) and (0.57), and the presence of items numbered (2,

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14, 23, 32, 39) with a corrected item-total correlation less than 0.20 were (Rechase, 1985) indicated that it is favourable for the corrected item-total correlation to not be less than 0.20 and after removing those items mentioned above the scale became consisting of 48 items and then the corrected item-total correlation for the correlation of each item of the scale which consisted of 48 item were recalculated with the scale after removing the same item and the table (3) bellow shows the levels of that correlation.

Table 3. Correlation coefficient values (Corrected item-Total correlation) to link each item of scale as a whole, consisting of (48 items, 1421 students).

Corrected item-Total correlation	Item no.	Corrected item-Total correlation	Item no	Corrected item-Total correlation	Item no.
.36	37	.49	19	.48	1
.45	38	.44	20	.51	3
.43	40	.46	21	.54	4
.41	41	.47	22	.42	5
.35	42	.53	24	.55	6
.50	43	.43	25	.51	7
.52	44	.55	26	.56	8
.46	45	.52	27	.46	9
.44	46	.48	28	.48	10
.52	47	.54	29	.46	11
.49	48	.49	30	.51	12
.49	49	.44	31	.45	13
.37	50	.45	33	.55	15
.52	51	.43	34	.54	16
.53	52	.46	35	.49	17
.61	53	.45	36	.45	18

And we can notice from the table (23 above that the value of the corrected item-total correlation ranged between 0.35 and 0.61 and all of them are acceptable and have a statistical value and that indicates that the whole scale marks which is consisting 48 item is reprehensive of all the item to indicate the emotional burst of an individual which proves the achievement of the unidimensionality of the scale.

a. Cronbach alpha correlation for the internal consistency:

Where (Heat, 1985) considered that it is the most widely used one unidimensionality indicator, and the reliability correlation for the internal integrity were calculated by using the Cronbach alpha on the items of the scale which consists of 48 item where the value of the correlation reached 0.94 which is an indicator for unidimensionality.

b. The explained variety indicator and the Eigen value factor: the factor analysis were used in the method of the basic elements and that for the response on the items of the emotional burst scale which is consisting of 48 items and the values of the Eigen value root were found and the explained variety percentages were calculated for each one of the correlations, and using the intersecting approximation those calculated correlations were approximated which was valued by the full root for it greater than 1 and the table (4) bellow shows the results of the functional analysis.

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Table 4. Factor analysis included the Eigen values and percentages variation corresponding to the factors derived from the vertebrae of the component (48 items, 1421 students)

% of Cumulative variance	% of Variance	Eigen Value	Component
26.346	26.346	12.646	1
30.550	4.205	2.018	2
33.703	3.153	1.513	3
36.440	2.736	1.313	4
39.057	2.618	1.256	5
41.606	2.549	1.223	6
43.921	2.316	1.111	7
46.154	2.233	1.072	8
48.298	2.144	1.029	9

And we can notice from the table (4) above the following:

- That the percentage of explained variation for the first correlation is high and its value is (26.346) and that is larger than 20% which indicates that the prove of the assumptions of the unidimensionality in the information of the emotional burst scale, where (Hattie, 1985) indicated that when the percentage of explained variation for the first factor which is derived from the functional analysis is greater than 20%, that indicates the fulfilment of the unidimensionality assumption in the information.
- That the Eigen value root for the first factor which was valued to be (12.646) takes over completely on the Eigen value roots for the other factors and the percentage of the Eigen value root for the first factor is (12.646) to the Eigen value root of the second factors measured up to (2.018) equals (6.27) and that value is greater than 2 which tells us that the unidimensionality assumption is correct and is met in the information, for the percentage of the Eigen value root for the first factor to the Eigen value root for the second factor is greater than 2 (Hambleton and Swaminathan and Hattie, 1985) as well as we can notice the explained variation for each of the remaining factors to be extremely proximal which means that there is a reliability suspicion in the approximation percentages for all the factors and that means the unidimensionality assumption was met and proved in the information of this scale, so for that this in an indicator for the unidimensionality of this scale, and that can be confirmed by noticing that by specializing of the first factor from the rest of the factors from the chart represented in shape (1) which is a screen plot for the value of the Eigen value roots for the factors which make up the scale which is made of 48 item which in it , the horizontal axis represents the factors and the longitudinal axis represents the values of the Eigen value roots

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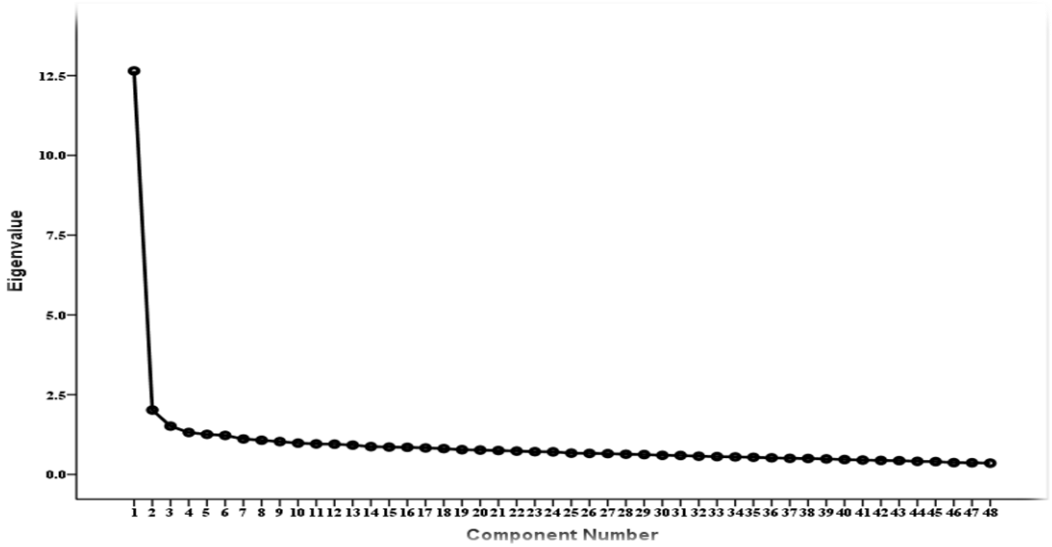

Figure1. (Scree Plot) to the values of the Eigen values of the factors constituting the scale of the component (48) items.

Local independency

And this assumption is texted to say that the response of the tested to a certain item should not influence his response to any of the other items, and to check this assumption the statistical program of (LDLP) which is related to the multi-responsive information (Polytomous) was used, where the values of the (Z_{Q3}) indicator which was used as a cut off line between the pairs of items which had a border crossing between them and the lack of the local item independency between them and the scale used for that is that if the mathematical mean for the indicators of (Z_{Q3}) which is calculated for the pairs of the items ranges between the maximum and the minimum values for the indicator of (Z_{Q3}) which is calculated for the pairs of the items that is considered an evidence of reaching the local item independency assumption for the items (Kim and Lin and Cohen, 2005) and the table (5) shows the results of this program.

Table 5. Local Independence indicators according to the (IRT)

Average indicators for observation pairs items pairs	maximum value for index	Minor value of the index	No. of item pairs	Item no.	Statistical
0.039456	0.091874	0.052497-	1128	48	Value

We can notice from table (5) that the mathematical mean for the (Z_{Q3}) indicators which is calculated for the pairs of the items which was valued to be (0.039456) and that is between the maximum value and the minimum value for the (Z_{Q3}) indicators which is calculated for the pairs of the items which implies the reach of the local item independency assumption for the items, also as indicated by (Hambleton and Swaminathan, 1985), that the local item independency assumption is on par with the unidimensionality assumption, and that means if the unidimensionality assumption is assured in the scale, the scale is then considered to have the assumption of the local item independency assumption.

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RESULTS

The results of the first question which was texted as following:
"How accurate and identical the responses of the study sample to the items of the emotional burst, with the ranking scale which is derived from the response theory to the single marked item (Rash)?"To answer this question the identically of individuals and items to the ranking scale model, and considering having results that has a single pattern for the individuals, they were disregarded from the analysis and those were accounting for 7 surveys for after that we had to input the responses of (1414) male and female students for the 48 items of the scale in the memory of the computer and then they were subjected to analysis by the program of (BIGSTEPS) for checking the identically of the individuals and the items to the raking scale model, were at first we have checked the identically of the individuals for the ranking scale model through estimating the individuals' abilities and the marginal deviation error in the estimation of the ability and the two values of internal approximations (INFIT) and that is valued of (ZSID) or (MNSQ) which represents the values statistically of the mathematical mean of the squares of the internal approximation and that is a statistical indicator which is more sensitive to the behaviours which are unexpected which influence the answers and responds to the items which are close to the level of the individual's ability and also the two values of the external approximations (OUTFIT) which is valued as following (ZSID) and (MNSQ) which represents the values of the statistical mean of the squares for the external approximation which is an indicator for a more sensitive statistical indicator for the behaviour which are unexpected which influence the answers and responses to the items which was distant from the level of the individual's ability, and the table (6) shows the results of the approximation for the individuals.

Table 6. Average, and standard deviation of the Ability individuals and standard error in the estimation of ability, and the values of the corresponding internal statistics (INFIT) and external (OUTFIT) for individuals.

INPUT: 1414 PERSONS, 48 ITEMS ANALYZED: 1414 PERSONS, 48 ITEMS, 240 CATS								
SUMMARY OF 1414 MEASURED PERSONS								
STAT	RAW SCORE	COUNT	MEASURE	REAL ERROR	INFIT		OUTFIT	
					MNSQ	ZEMP	MNSQ	ZEMP
Mean	188.7	48.0	0.7	0.17	1.02	-0.1	1.02	-0.1
Std, Dev	28.0	0.0	0.71	0.09	0.34	1.0	0.35	1.0
MAX	239.0	48.0	4.38	1.00	2.45	2.6	2.78	2.7
MIN	49.0	48.0	-4.12	0.11	0.16	-4.0	0.15	-4.0
REAL RMSE 0.19		ADJ.SD 0.68		SEPERATION 3.51		PERSON RELIABILITY 0.93		
MODELRMSE0.18		ADJ.SD 0.68		SEPERATION 3.76		PERSON RELIABILITY 0.93		
S.E. OF PERSON MEAN 0.02								

We can notice from table (6) the following:

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- The mathematical mean for the means of the squares (MNSQ) that the internal and external approximation reached (1.02) and the second reached (1.02) and that they are close to the perfect situation (1) for the values of the mathematical means (MNSQ) for the internal approximation ranged between (0.16) and (2.45) meanwhile the values of the mathematical mean of the squares' means (MNSQ) for the external approximations valued ranged between (0.15) and (2.78).
- That the mathematical mean for the statistical standard deviation (ZSTD) for the internal and external reached a value of (-0.1) and (-0.1) which are close to the perfect situation which is (0) where the values of the statistical standard internal approximation (ZSTD) ranges between the values of (-4 and 2.6) meanwhile the values of the standard of statistical external approximation (ZSTD) ranged between (-4 and 2.7).
- From the previous results we can see that we must check up the following: the values of the statistical mean of the squares (MNSQ) for the internal and external approximation for the individuals and the values of the standard approximation (ZSTD) both internal and external, and the values of the corrected item correlation coefficient (Point bi-serial) to be negative, for if it was the value of the means of the squares (MNSQ) for the internal and external approximation for the individuals is greater than (1) or the value of the standard approximation (ZSTD) both internal and external is greater than (2) or less than (-2) or the value of the corrected item correlation coefficient to be negative that might indicate to the lack of approximation for the individual's ability which is approximated to the abilities of the individuals in total (Alastair and Hutchinson, 1987, Gulian, 1988) which means that we should remove the individuals and redo the analysis after they have been removed, and the table (7) shows the numbers of the individuals who doesn't fit the profile of the model according to the values of the statistical mean of the squares (MNSQ) for the internal and external approximation to the individuals and the value of the standard approximation (ZSTD) both internal and external and the values of the corrected item correlation coefficient (Point bi-serial).

Table 7. Individuals with matching numbers is based on the model: the values of statistical averages of squares (MNSQ) internal and external matching for individuals, and the values of a statistical standard conformity (ZSTD) internal and external, and the values of corrected correlation coefficient (Point Bi_serial).

INPUT: 1414 PERSONS, 48 ITEMS ANALYZED: 1414 PERSONS, 48 ITEMS, 240 CAT											
PERSON STATISTICS: MISFIT ORDER											
Entry No.	RAW SCORE	COUNT	MEASURE	Realse	INFIT		OUTFIT		PTBIS CORR.	PERSON	
					MNSQ	ZEMP	MNSQ	ZEMP			
1362	231	48	2.24	0.47	2.09	1.2	2.78	1.7	A .00	622	3512
1364	231	48	2.24	0.51	2.45	1.5	2.54	1.6	B- .08	1032	888821
1367	231	48	2.24	0.51	2.45	1.5	2.54	1.6	C- .08	1403	888821

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1368	231	48	2.24	0.48	2.22	1.3	2.22	1.3	D-.01	653	859111
1355	230	48	2.14	0.39	1.59	0.8	2.19	1.3	E-.29	655	602211
797	194	48	0.73	0.20	2.02	2.2	2.15	2.3	F-.06	411	381112
1378	234	48	2.62	0.58	2.10	1.1	1.86	0.9	G .23	1034	167211
1382	234	48	2.62	0.58	2.10	1.1	1.86	0.9	H .23	1405	167211
229	178	48	0.44	0.18	2.02	2.6	2.09	2.7	I. 10	718	382211
230	178	48	0.44	0.18	2.02	2.6	2.09	2.7	J .10	1089	282211
1223	206	48	1.00	0.24	2.07	2.0	1.97	1.8	K .27	614	227111
1035	201	48	0.88	0.22	2.06	2.1	1.75	1.5	L .53	468	239222
1050	201	48	0.88	0.21	1.95	1.9	1.98	1.9	M .07	555	609211
835	196	48	0.77	0.20	1.98	2.1	1.75	1.6	N .46	276	172111
1242	207	48	1.03	0.23	1.97	1.8	1.85	1.6	O .35	1006	325222
1243	207	48	1.03	0.23	1.97	1.8	1.85	1.6	P .35	1377	325222
1294	209	48	1.09	0.23	1.86	1.6	0.95	1.7	Q .07	638	499211
1357	230	48	2.14	0.36	1.37	0.5	1.92	1.1	R-.12	1041	891222
1358	230	48	2.14	0.36	1.37	0.5	1.92	1.1	S-.12	1412	891222

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23	62	48	-1.72	0.32	1.75	1.0	1.87	1.1	T-.10	694	32012
30	62	48	-1.72	0.32	1.75	1.0	1.87	1.1	U-.10	1065	32012
1400	236	48	3.02	0.67	1.87	0.7	1.80	0.7	V.02	667	8921
1365	231	48	2.24	0.42	1.64	0.8	1.83	1.0	W-.09	664	75322
912	197	48	0.79	0.20	1.79	1.7	1.82	1.7	X.21	506	91311
1229	206	48	1.00	0.21	1.68	1.3	1.81	1.5	Y-.21	1020	75812
1230	206	48	1.00	0.21	1.68	1.3	1.81	1.5	Z-.21	1391	75812
50	126	48	-0.27	0.15	1.59	2.1	1.60	2.1	-0.05	1068	19811
51	126	48	-0.27	0.15	1.59	2.1	1.60	2.1	-0.05	697	19811
BETTER FITTING OMITTED											

As shown and noticed in the table (7) the presence of 28 individuals who doesn't fit the profile of the model of the ranking scale that were remove from the information file and then redo the analysis to check how much the approximation of the items to the ranking scale model, where secondly the check was performed to see the approximation of the items to the ranking scale model through estimating the abilities of the individuals and their number which is now (1386) individual after removing the 28 individual, and the standard error in estimation of the ability and the statistical internal approximation (INFIT) and the external (OUTFIT) for the items (ZSID) which is expressive for the values of the standard internal approximation and standard external approximation (MNSQ)which tells the statistical mean value of the mean of the squares for the internal and external approximation and that is a statistical indicator that indicate to how much the difficulty level for the item's relative is stable, through the different levels of ability, and the table (8) shows the results of the approximation for the individuals.

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Table 8. Average, and std. deviation of the Ability of individuals and standard error in the estimation of ability, and the values of the corresponding internal statistics (INFIT) and external (OUTFIT) for items.

SUMMARY OF 48 MEASURED ITEMS								
STAT	RAW SCORE	COUNT	MEASURE	REAL ERROR	INFIT		OUTFIT	
					MNSQ	ZEMP	MNSQ	ZEMP
Mean	5443.0	1386.0	0.00	0.03	1.00	0.00	1.01	0.1
Std, Dev	266.2	0.0	0.17	0.00	0.05	1.0	0.07	1.0
MAX	6170.0	1386.0	0.47	0.04	1.18	3.2	1.25	3.1
MIN	4581.0	1386.0	-0.52	0.02	0.90	-2.1	0.87	-2.0
REAL RMSE 0.03		ADJ.SD 0.16		SEPERATION 5.91		PERSON RELIABILITY 0.97		
MODELRMSE0.03		ADJ.SD 0.16		SEPERATION 5.96		PERSON RELIABILITY 0.97		
S.E. OF ITEM MEAN 0.02								

We can notice from the table (8) the following

- The mathematical mean for the means of the squares (MNSQ) that the internal and external approximation reached (1) and the second reached (1.01) and that they are close to the perfect situation (1) for the values of the mathematical means (MNSQ) for the internal approximation ranged between (0.9) and (1.18) meanwhile the values of the mathematical mean of the squares' means (MNSQ) for the external approximations valued ranged between (0.87) and (1.25) where Ariffin and Esari and Mohammad and Shahar and Eshak w Dean and Ahmad and Yamat and Majed and Yaseen (Ariffin et. el. 2010) into that the acceptable level for the mean of the squares (MNSQ) for the internal and external approximation of the items and the individuals is ranged between (0.5 to 1.5).
- That the mathematical mean for the statistical standard deviation (ZSTD) for the internal and external reached a value of (0) and (0.1) which are close to the perfect situation which is (0) where the values of the statistical standard internal approximation (ZSTD) ranges between the values of (-2.1and 3.2) meanwhile the values of the standard of statistical external approximation (ZSTD) ranged between (-2 and 3.1).
- From the previous result we can rest assured that all the items in the scale are up to and within the range and according to the model of the ranking scale for that none of the items of this scale were removed, and we can assure that through the values of the statistical mean of the squares (MNSQ) for the internal and external approximation for the items and the values of the standard approximation (ZSTD) both internal and external for the items , and the values of the corrected item correlation coefficient (Point bi-serial) for the items.
-

Since no items were deleted or removed from the scale this time so then we can depend on the table (8) to get the final liberated estimations for the difficulty of the items that

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are divided using the mathematical means with the ability of (0) measured in the unit of logit and a slandered deviation that is measured to bee (0.17) measured in the unit of logit, also the mean and the slandered deviation was calculated for the estimation of the individuals' liberated abilities from the difficulty of the items and the table (9) shows just that.

Table 9. Average, and std. dev of the ability of liberated individuals from the difficulty of items standard error in the estimation of ability, and the values of the corresponding internal statistics (INFIT) and external (OUTFIT) items consisting of measure 48 items

STAT	RAW SCORE	COUNT	MEASURE	REAL ERROR	INFIT		OUTFIT	
					MNSQ	ZEMP	MNSQ	ZEMP
Mean	188.5	48.0	0.7	0.17	1.01	-0.1	1.01	-0.1
Std, Dev	27.5	0.0	0.7	0.08	0.32	1.0	0.33	1.0
MAX	239.0	48.0	4.41	1.00	1.83	2.0	1.83	2.0
MIN	49.0	48.0	-4.15	0.16	0.16	-4.0	0.15	-4.0
REAL RMSE 0.19		ADJ.SD 0.67		SEPERATION 3.53		PERSON RELIABILITY 0.93		
MODELRMSE0.18		ADJ.SD 0.67		SEPERATION 3.73		PERSON RELIABILITY 0.93		
S.E. OF PERSON MEAN 0.02								

We can notice from the table (9) that the mathematical mean for the means of the squares (MNSQ) that the internal and external approximation reached (1.01) and the second reached (1.01) and that they are close to the perfect situation (1) with a slandered deviation of (0.32-0.33) and that they are close to the perfect situation (0) and the values of the mathematical mean of the squares' means (MNSQ) for the internal and external approximations That the mathematical mean for the statistical standard deviation (ZSTD) for the internal and external and the values of the corrected item correlation coefficient (Point bi-serial) for the each item of the scale's items which is consisting of 48 items.

Table 10. mean squares (MNSQ) corresponding to the internal and external items, and the values of a statistical standard conformity (ZSTD) internal and external items, and the values of corrected correlation coefficient (Point Bi serial) for each item of the component 48 item.

INPUT: 1386 PERSONS, 48 ITEMS ANALYZED: 1386 PERSONS, 48 ITEMS, 240 CATS ITEMS STATISTICS: MISFIT ORDER											
ENTRY No.	RAW SCORE	COUNT	MEASURE	REALSE	INFIT		OUTFIT		PTBIS CORR.	ITEM G	
					MNSQ	ZEMP	MNSQ	ZEMP			
33	5685	1386	-0.20	0.03	1.18	3.2	1.25	3.1	A .35	I33	0
18	5589	1386	0.06	0.03	1.03	0. 6	1.16	1.9	B .44	I18	0

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4	5527	1386	-0.05	0.03	1.06	1.1	1.14	1.9	C .43	I4	0
1	5441	1386	-0.02	0.03	1.02	0.3	1.12	1.6	D .47	I1	0
32	5630	1386	-0.15	0.03	1.10	1.8	1.11	1.5	E .43	I32	0
37	4581	1386	0.47	0.03	1.04	2.9	1.09	1.6	F .32	I37	0
8	5637	1386	-0.11	0.03	0.98	0.7	1.09	1.2	G .46	I8	0
9	5311	1386	0.09	0.03	1.04	-0.4	1.08	1.1	H .46	I9	0
28	5352	1386	-0.02	0.03	1.07	0.9	1.07	1.1	I .42	I28	0
45	4787	1386	0.38	0.03	1.04	1.7	1.05	0.8	J .36	I45	0
35	5372	1386	0.04	0.03	1.00	0.7	1.06	0.9	K .43	I35	0
20	5401	1386	-0.05	0.03	1.00	0.1	1.06	0.9	L .45	I20	0
44	5657	1386	-0.15	0.03	1.02	0.0	1.05	0.7	M .48	I44	0
31	5529	1386	-0.03	0.03	1.01	0.4	1.05	0.7	N .45	I31	0
17	5493	1386	0.02	0.03	1.00	0.1	1.05	0.6	O .47	I17	0
2	5688	1386	-0.26	0.03	0.97	0.0	1.04	0.6	P .49	I2	0
11	5521	1386	0.0	0.03	1.04	-0.7	1.04	0.5	Q .50	I11	0
29	5549	1386	-0.06	0.03	0.99	0.7	1.00	0.1	R .44	I29	0
12	5203	1386	0.18	0.03	1.03	-0.2	1.03	0.5	S .45	I12	0
30	5295	1386	0.08	0.03	1.03	0.7	1.01	0.2	T .41	I30	0
34	5416	1386	-0.01	0.03	0.98	0.6	1.02	0.4	U .44	I34	0
3	5839	1386	-0.16	0.03	1.02	-0.3	1.02	0.3	V .53	I 3	0
36	5106	1386	0.17	0.03	1.00	0.4	1.01	0.2	W .41	I36	0
6	5612	1386	-0.09	0.03	1.01	0.0	1.01	0.1	X .49	I6	0
22	5043	1386	0.29	0.03	1.01	0.2	1.00	-0.1	X .42	I22	0
16	5093	1386	0.18	0.03	1.01	0.2	0.99	-0.2	W .44	I16	0
19	5212	1386	0.14	0.03	1.01	0.2	1.0	0	V .45	I19	0
25	5404	1386	-0.01	0.03	1.00	0.1	1.0	0	u.46	I25	0
27	5513	1386	-0.05	0.03	1.00	0.1	1.0	0	t.48	I27	0
40	5237	1386	0.09	0.03	1.00	0.0	1.0	0	s.44	I40	0
41	5254	1386	0.11	0.03	0.99	-0.1	0.99	-0.1	r.45	I41	0
43	5505	1386	0.05	0.03	0.98	-0.2	0.97	-0.5	q.48	I43	0
10	5144	1386	0.25	0.03	0.97	-0.6	0.95	-0.8	p.45	I10	0

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15	5463	1386	0.10	0.03	0.96	-0.5	0.95	-0.7	o.48	I15	0
5	5839	1386	-0.19	0.03	0.96	-0.6	0.97	-0.4	n.54	I5	0
48	6170	1386	-0.52	0.03	0.96	-0.6	0.96	-0.4	m.58	I48	0
42	5636	1386	-0.17	0.03	0.96	-0.8	0.95	-0.8	l.51	I42	0
38	5339	1386	0.05	0.03	0.94	-0.9	0.93	-1.2	k.49	I38	0
7	5797	1386	-0.17	0.03	0.95	-1.0	0.96	-0.5	j.55	I7	0
39	5465	1386	0.0	0.03	0.95	-1.0	0.95	-0.7	i.50	I39	0
26	5609	1386	-0.17	0.03	0.95	-1.0	0.95	-0.7	h.53	I26	0
24	5352	1386	0.00	0.03	0.95	-1.0	0.93	-1.1	g.51	I24	0
13	5589	1386	-0.04	0.03	0.94	-0.9	0.95	-0.7	f.54	11 3	0
47	5637	1386	-0.09	0.03	0.94	-1.1	0.91	-1.3	e.53	I47	0
23	5575	1386	-0.09	0.03	0.94	-1.1	0.92	-1.1	d.54	I23	0
46	5527	1386	0.00	0.03	0.94	-1.2	0.92	-1.1	c.52	I46	0
21	5300	1386	0,01	0.03	0.90	-1.4	0.91	-1.4	b0.5 1	I21	0
14	5339	1386	0.10	0.03	0,90	-2.1	0.87	-2.0	a 0.53	I14	0

we can notice from the table (10) the lack of any item that are not matched to the ranking scale model for the values of the means of the squares (MNSQ) that the internal approximation reached at the minimum value which is the lowest to be (0.9) when in the same table we see that the maximum value which is the highest reached (1.18) and as for the external approximation the values reached at the minimum value which is the lowest to be (0.87) when in the same table we see that the maximum value which is the highest reached (1.25) for the items within the used standards for that which is between the values of (0.7) and the value of (1.3) which confirms that all the values of the corrected item correlation coefficient (Point bi-serial) for the items are high, for their values were ranged between the value of (0.32) and the value of (0.58).

And after the approximation of the individuals' answers to the items of the emotional burst scale for the ranking scale model which is derived from the theory of one parameter model derived from the response theory (Rash) the scale for the emotional burst has now reached its final form which is consisting of 48 items.

Discussing the result of the first question: the results of the first question after the responses of the study's sample on the scale of the emotional burst in its primary being inputted has shown the approximation of the answers of 1368 individual and 48 items in the ranking scale model where the program of (BIGSTEPS) is unique from the other programs by the presence of the strong indicators for the individuals' approximation and the items approximation through that we can tell the individuals who are fit and perfect for the ranking scale model, and after the answers and responses were subjected to the indicators of the approximation (MNSQ) and (ZTDS) internal (INFIT) and the external (OUTFIT) and the elimination of individuals and the items which was not good or doesn't fit the profile and to redo the analysis of the remaining responses, which resulted in the production of liberated individuals from the difficulty of the items, and also the production of liberated items from the individual's abilities, and by so the construction of the emotional burst scale was done in its final form and it resulted in

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the end to be consisting of 48 items, and that was confirmed and checked through representing on a chart for the indicators for the internal and external approximations, were we noticed that the mean of the external approximation for the 48 items of the scale was within the range of the perfect approximation which is between (0.7) and the value of (1.3) and that means that there is harmony between the noted value for the estimation of the difficulty of the item and the expected value for the same difficulty, and by that we can deduce that the emotional burst scale which is built by the researcher has the properties of being objective and the accuracy in measurement.

The results of the second question which is texted as following

"What are the psychometric properties to the items of the emotional burst scale according to the ranking scale which is derived from the response theory to the one parameter item (Rash)?".

To answer this question the validity of this scale was checked as well as the reliability and the calculation of the information correlation for each one of the items of the scale and for the scale as a whole, and in the following we are displaying that:

a. The validity of the scale: as mentioned before the apparent validity of the scale was checked which is consisting of 53 items through showing it to a group judges who are specialized and their opinions and remarks on the subject were accounted for in the process of the modification of the items of the scale for that to also be considered as an indicator for the validity of the scale which is consisting of 48 items.

Also the researcher as well checked the validity in the process of building and contracting the scale through calculating the correlation coefficient for each item of the scale which is consisting of 48 items from the scale of Khalil and the table is different from the one which was displayed before for there has been a delete and removal of a number of individuals and after that the sample became consisting of 1386 male and female students instead of 1421 students and that is displayed in the table (11) .

Table 11. Corrected item-Total correlation to link each item of scale as a whole, consisting of (48 items, 1386 students)

Corrected item-Total correlation	Item no	Corrected item-Total correlation	Item no	Corrected item-Total correlation	Item no
.35	37	.47	19	.47	1
.44	38	.44	20	.49	3
.43	40	.45	21	.53	4
.41	41	.45	22	.43	5
.32	42	.51	24	.54	6
.49	43	.42	25	.49	7
.50	44	.54	26	.55	8
.44	45	.51	27	.46	9
.45	46	.46	28	.46	10
.51	47	.53	29	.45	11
.48	48	.48	30	.50	12
.48	49	.42	31	.45	13
.36	50	.44	33	.54	15
.52	51	.41	34	.53	16
.53	52	.45	35	.48	17
.58	53	.43	36	.44	18

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We notice from the table (11) that the values of the corrected item correlation coefficient are high which means that there is harmony between what is being measured by the item and what is being measured by what is measured by the scale of Khalil which indicates on the effectiveness of the items of the scale on measuring the emotional burst for the individual.

As well as that the researcher did a check for the functional validity of the scale which is consisting of 48 item with the basic elements method and that is for the responses to the emotional burst scale's items which is consisting of 48 item, and the values of the Eigen values roots were found and the explained variation percentages for each factor amongst the factors and in the method of vertical or varimax-rotation, those elements that was derived which were rotated and had the value of the full root of it reached greater than (1) and the table is different from the one which was displayed before for there has been a delete and removal of a number of individuals and after that the sample became consisting of 1386 male and female students instead of 1421 students and that is displayed in the results of the functional analysis.

Table12. factor analysis included the Eigen values and percentages variation corresponding to the factors derived from the vertebrae of the component (48 item, 1386 students)

% of Cumulative variance	%of Variance	Eigen Value	Component
25.394	25.394	12.189	1
29.621	4.227	2.029	2
32.735	3.114	1.495	3
35.509	2.774	1.332	4
38.179	2.670	1.282	5
40.715	2.536	1.217	6
43.069	2.354	1.130	7
45.355	2.286	1.097	8
47.552	2.197	1.054	9
49.639	2.088	1.002	10

The table (12) we notice the following:

- That the percentage of explained variation for the first correlation is high and its value is (25.394) and that is larger than 20% which indicates that the prove of the assumptions of the unidimensionality in the information of the emotional burst scale, where (Hattie, 1985) indicated that when the percentage of explained variation for the first factor which is derived from the functional analysis is greater than 20%, that indicates the fulfilment of the unidimensionality assumption in the information.
- That the Eigen value root for the first factor which was valued to be (12.189) takes over completely on the Eigen value roots for the other factors and the percentage of the Eigen value root for the first factor is (12.189) to the Eigen value root of the second factors measured up to (2.029) equals (6.01) and that value is greater than -2 which tells us that the unidimensionality assumption is correct and is met in the information, for the percentage of the Eigen value root for the first factor to the Eigen value root for the second factor is greater than 2 (Hambleton and Swaminathan and Hattie, 1985) as well as we can notice the explained variation for each of the remaining factors to be extremely proximal which means that there is a reliability suspicion in the

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approximation percentages for all the factors and that means the unidimensionality assumption was met and proved in the information of this scale, so for that this in an indicator for the unidimensionality of this scale, which means that the scale with its 48 items measures one dimension which is the property of the emotional burst, and that can be confirmed by noticing the differentiation of the first factor from the rest of the shown factors in the shape (2) which represents represented in shape (2) which is a screen plot for the value of the Eigen value roots for the factors which make up the scale which is made of 48 item which in it , the horizontal axis represents the factors and the longitudinal axis represents the values of the Eigen value roots .

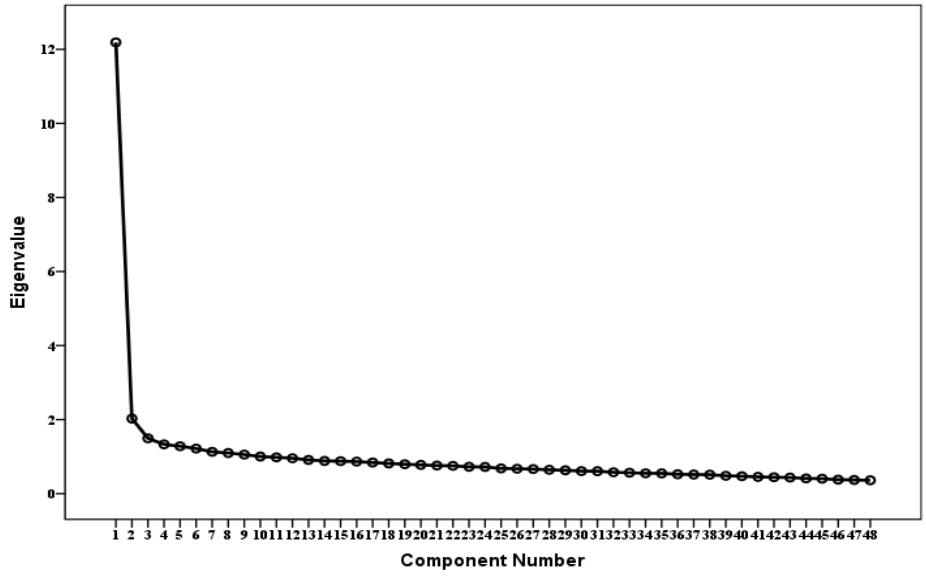

Figure 2. Which is a screen plot for the value of the Eigen value roots for the factors which make up the scale which is made of 48 items.

Also the researcher calculated the saturation for each item from the scale which consists of 48 items on the derived factors from the functional analysis which reach up to the value of 10 factors and table (13) shows that.

Table 13. saturation for each item of the component (48) on a scale item learned factors of factor analysis of (10) factors

Component										
10	9	8	7	6	5	4	3	2	1	
.249	-.084	.007	.164	.230	.347	.055	.146	.179	.250	i1
.169	.071	.106	.361	.162	.016	.051	.041	.471	.181	i3
-.006	.068	.092	.238	.240	.062	.148	.143	.577	.105	i4
.227	.274	.022	-+.091	.290	.276	-.148	.052	.386	.193	i5
.152	.104	.050	-.046	.172	.263	.058	.197	.604	.155	i6
.166	.100	.165	.056	-.112	-.026	.141	.119	.613	.308	i7
-.042	.006	.075	.188	.231	.184	.115	.126	.610	.169	i8
.098	.216	.151	-.019	.608	.135	-.012	.071	.229	.125	i9
-.381	.112	.038	.008	.262	.176	.283	.279	.318	.169	i10
.004	.099	-.027	.192	.234	.009	.009	.635	.097	.145	i11
.053	-.121	.129	.200	.621	.136	.133	.052	.225	.195	i12
-.022	.063	.117	-.049	.308	.006	.206	.553	.156	.075	i13

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Component										
10	9	8	7	6	5	4	3	2	1	
.256	.141	.088	.129	.547	.097	.194	.179	.083	.192	i15
.227	-.042	-.024	.133	.089	.156	.337	.248	.150	.390	i16
.241	-.092	.097	.179	.151	-.098	.110	.517	.199	.235	i17
-.013	.193	.176	-.167	.114	.267	.369	.194	.096	.192	i18
.470	.232	.053	.084	.203	.106	.206	.112	.163	.142	i19
.631	.035	.176	.006	.209	.132	.200	.048	.205	.104	i20
.227	-.030	.141	.109	.023	.145	.637	.206	.134	-.026	i21
.104	-.128	.250	.102	.090	.170	.582	.132	.198	.020	i22
.110	.140	.024	.154	.233	.368	.438	.126	.056	.100	i24
.060	.059	.039	.091	-.109	.263	.150	.592	.032	.136	i25
.095	.030	.122	.254	.166	.329	.179	.092	.235	.234	i26
.225	.154	.169	.016	-.027	.293	.008	.175	.238	.394	i27
-.037	.199	.064	.107	.059	.552	.159	.001	.134	.236	i28
.100	.091	.178	.089	.071	.637	.129	.148	.063	.243	i29
.034	.042	.045	.366	.127	.483	.141	.162	.133	.060	i30
.150	.160	.351	.336	.055	.044	.067	.034	.259	.090	i31
.099	.067	.610	.080	.095	.286	.046	.071	.136	.086	i33
.085	-.025	.375	.077	-.063	.186	.027	.555	.050	.093	i34
-.121	.113	.588	.125	.077	.021	.304	.087	.123	.181	i35
.077	.585	.240	.139	.032	.125	-.006	.074	.254	.083	i36
.120	.081	.615	.062	.150	-.009	-.024	.064	.035	.203	i37
.089	.467	.257	.251	.205	.164	-.001	.168	.003	.079	i38
-.109	.034	.204	.597	.103	.174	.161	.068	.096	.105	i40
-.116	.034	.026	.425	.154	.169	.036	.487	.041	.028	i41
.022	.239	-.018	-.058	-.082	.042	.228	.546	.147	-.016	i42
.136	.290	.080	.480	-.026	.128	.145	.102	.213	.168	i43
.189	.176	.087	.464	.038	.061	.087	.194	.073	.337	i44
.031	.331	-.148	.319	.028	.169	.327	.174	.155	.115	i45
-.026	.470	-.020	.125	.148	.043	.375	.121	-.062	.349	i46
-.079	.250	.176	.070	.163	.105	.102	.096	.203	.478	i47
.093	.098	.065	.119	-.015	.103	.151	.054	.162	.612	i48
.037	.145	.265	.121	.360	-.031	.070	-.030	.126	.490	i49
-.021	.147	-.069	.159	.012	-.023	.604	.064	-.031	.295	i50
-.007	.047	.140	.067	.166	.159	.100	.098	.080	.667	i51
.042	-.046	.079	.094	.115	.286	.050	.136	.150	.623	i52
.129	.052	.155	.113	.231	.150	-.026	.148	.346	.487	i53

a. Rotation converged in 12 iterations.

b. The reliability of the scale: the reliability of the emotional burst scale was checked in its final form which is consisting of 48 item through calculating the Cronbach alpha correlation which has a value of 0.94 which is a high value and indicates that the items of the scale are connected and in harmony with each other from the point of being able to be used to measure the property of emotional burst.

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Also the item response theory was used through using the separation correlation (item separation index) (G_i) between the items to get the reliability index for the items which has a value of 5.91 which is greater than 2 which indicates the reliability of the items of the scale which are numbered to be 48 items in the definition of the connected property which it measures which is "the emotional burst" and the using of the person separation index (G_p) to get the individual reliability index which is valued as 3.53 which is greater than 2 which indicates the reliability of the individuals (1386) individual in the separation between the item, and according to the value of the two separation index $stability\ index = \frac{G^2}{1+G^2}$ in which the values of the reliability index for the item and individuals reached (0.97) and (0.93) in that order which are a high values.

c. The item information function, and the scale's information function: and they are from the indicators of the item response theory which indicates the reliability of the scale, for the scale's information coefficient is calculated by the sum of the item information coefficient to indicates the range of how every item from the scale contributes in measuring the property and the scale's information coefficient which consists of 48 items can be represented graphically with a sliding curve and also is the standard error in its estimation and the shape (3) shows just that

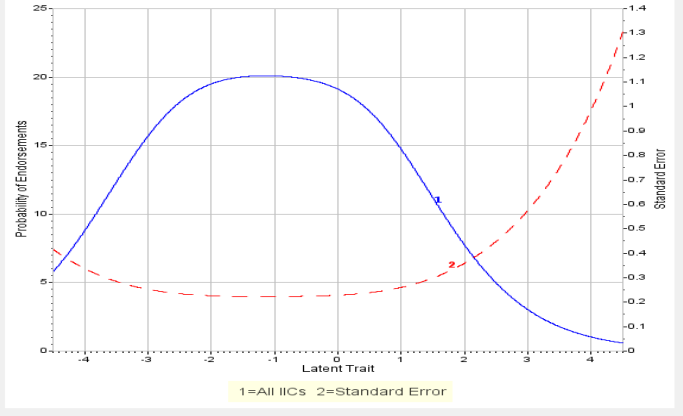

Figure 3. Information Characteristic Curve 48 items and standard error curve at its sole discretion.

And also the information coefficient for each item of the scale which is consisting of 48 item scan be represented on a chart with a sliding curve and also is the standard error in its estimation.

Discussing the results of the second question: the results of this question shown that the scale which consists of 48 items and which was constructed by the researcher has a good psychometric properties from validity with all of its kinds (apparent validity, building validity, and functioning validity) and reliability by using the two theories of measuring (the classical theory and the item's response theory) for in the classical theory the estimation of the internal harmony reliability index which was valued as (0.94) which indicates and clues that there is high harmony and connection between the items of the scale in measuring the quality of emotional burst, and in the item response theory at first we calculated: the items separation index and the individuals separation index and they were greater than the perfect value which is (2) to indicate the reliability of the individuals as well as the items in measuring the quality of the emotional burst and secondly the item information coefficient, and the scale's information coefficient

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were calculated were we noticed that the most of the provided information at the middle of the sliding curve (the ability).

RECOMMENDATIONS

- Using the ranking scale model which is derived from the item's response theory with one parameter (Rash) in building and constructing a larger number of the multi-levels scales according to the Likert levels, for it is suited to this kind of responses, and for the presence of the statistical programs which are easy to use and can using them identify the psychometric properties of those scales.
- Using the constructed scale by the researcher which is consisting of 48 items in the detection of the emotional burst in the student of Mu'tah University, and in the students of other Jordanian universities.
- Performing a study using and taking other scales

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Appendences:

Scale Emotional Explosion:

The Emotional burst : The psychological aspect						
No.	**The item**	**Strongly Agree**	**agree**	**Neutral**	**disagree**	**Strongly disagree**
1	It's easy for me to adapt with the real life requirements					
2	I can manage my emotions and feelings					
3	I feel harmony and being belong to the society I live in					
4	I see the future doesn't hide anything but surprises for me					
5	I feel bored for the painful reality I live in					
6	The psychological equilibrium effects deeply in taking decisions for individuals					
7	A lot of times the requirements of life lead to major problems psychologically					
8	The one's feeling of belonging and harmony with society leads to a psychological balance					
9	The feeling satisfactory leads to psychological balance					
10	I feel optimistic about the future					
11	I often feel depressed till I blow up					
12	There is a general feeling of depression with most of people					
13	I take stand with my opinion and thoughts no matter how opposed by others					
14	When I'mangry with my colleges I try to humiliate them					
15	I feel anxious when I can't return an insult immediately					
16	The people has a general feeling of humiliation and non-satisfaction					
17	Most people don't have a self-restrain ability					
18	Shy and loneliness and the psychological burden is increasing					
The emotional burst: the political aspect						
1	The formation of any ministry is meaningless to me					

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2	I don't believe there is any political freedom					
3	Democracy is a big lie					
4	I believe corruption is a widely spread problem and can't be fixed					
5	The general politics is drawn by the hands of individuals not institutions					
6	There is no political parties with programs but only irregular gatherings					
7	Choosing who represents me without restrictions					
8	The foreign politics plays an important role in forming the internal politics					
9	The in reliability in ministries increases the level of political corruption in the country					
10	The parliament doesn't represent the whole community					
11	I don't think the interest of the citizens matter to the politicians					
12	citizens are the last concern of governments					
13	The elections are nothing but a play done by the same actors					
14	I don't believe in the opinion and the opposite opinion					
15	The parliament doesn't have any positive role in taking decisions					
No.	**The item**	**Strongly Agree**	**agree**	**Neutral**	**disagree**	**Strongly disagree**
16	The tribal and the favourism are an important source of corruption					
17	I am disturbed by the inheritance of the ministries and the positions					
18	I think the importance of citizens is for the taxes only					
The emotional burst: the economic aspect						
1	The rise in prices are a slow death to the low income					
2	I get frustrated from the failure of the governmental programs					
3	I'm not capable to spend money to meet my basic needs					

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4	The allotment of the profitable institutions decrease the value of the public sector					
5	The crowdedness of the foreign workers to the local ones increase the percentage of unemployment					
6	The low income results in a psychological problems for the citizens					
7	The growth of the societies is influenced by the economic states					
8	The management of the limited resources efficiently contributes in acquiring a good income					
9	Building foreign good relationships helps in building and developing economics					
10	Providing work chances increases the growth in economics and productivity					
11	I believe the political corruption has a major role in the economic corruption					
12	The political states for the surrounding countries plays a major role in the economic state of the country					
13	I feel pain for not able to bare financial burdens					
14	I struggle with the high prices					
15	Keeping up with what is new and modern is a sight which supresses the individuals					
16	The taxes form a heavy burden on the individuals					
17	The unemployment and the low income are frustrating factors					
18	The stratified and the huge difference in the incomes leads to increasing grudge in the society					

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