The Effect Of The Tour Method On Developing The Mental Orientation Of University Students

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ARTICLE INFO	ABSTRACT
	The current research aims to identify the effect of the tour method in developing the mental orientation of university students. The current research is limited to university students at the University of Basra Oil and Gas for the academic year (2022-2023) and for the purpose of preparing the research, the researchers adopted the mental orientation scale (Mamouri, 2022) the number of its paragraphs (40) paragraphs and based on a set of justifications, they found the scale appropriate to the objectives of their current research and after confirming the psychometric characteristics (honesty - stability) it was applied to the sample members of 400 students and after processing the data using appropriate statistical means and using the statistical bag spss. The hypothesis of the research included the following: There are no statistically significant differences at the level of (0.05) between the average ranks of the scores of the members of the experimental group and the ranks of the members of the control group in the post-test on the scale of mental orientation after the application of the guidance program, and to test the validity of this hypothesis, the researchers used the Man and Netney test to find out the significance of the differences between the two tests for the experimental and control groups ,The researchers reached the following results:The calculated value, which is equal to (zero) is statistically significant because it is smaller than the tabular value, which is equal to (23) at the level of significance (0.05), and this means rejecting the null hypothesis and accepting the alternative hypothesis, i.e. there are differences between the average ranks of the scores of the experimental group members and the ranks of the control group members in the post-test on the mental orientation scale after the application of the indicative program, and this indicates the impact of the program.

Keywords: Tour Style, Mental Orientation |

Introduction

The person who suffers from the level of negative mental orientation lives in the vortex of doubts make him live in a vicious circle and exhausting tension he is afraid to make decisions not he is afraid of making mistakes and because he is very sensitive to failure - especially what was from him morally .as he is very accountable to himself eager to accomplish goals that raise his status and increase his reputation, but on the other hand he refrains from facing responsibilities if assigned to him because this reveals his weaknesses and prefers to rely on others has He disappoints after a while when he discovers that people do not recognize him with the appreciation and priority he deserves, and this creates a lot of anger, disappointment and feelings of aggression against himself and others.

Through the researchers' access to a number of studies, the idea of the current research crystallized. The researchers also felt the problem of research because they work in the field of psychological counseling and educational guidance at the university and in direct contact with university students, and when they met with students, the researchers found that students at the university have a mental orientation that needs to be developed in a logical and rational manner, especially since we are in the era of rapid development and the entry of a huge amount of variables that occur in society

This is also shown by the theories of psychology by clarifying the great role played by the sound mental orientation in the formation and formation of personality, and in achieving a realistic logical interaction with the environment and thus creating a positive pattern. They live living conditions facing and significantly ideas and hybrid trends affect the course of their lives in a way that elevates them and therefore the development of mental orientation they have enable them to form sound cognitive frameworks can not drift behind the variables facing society, especially extraneous variables, including internal and external as the aforementioned matters limit the researchers to stand in front of this problem by answering the following questions:
• Is the method of tours and accompanying activities effective in developing the mental orientation of university students?

The Problem of the Research

The mental orientation exists in each individual, but in some cases it needs development in order to benefit the individual in his interactions with his surroundings and thus create a normal and logical consistency of the individual with his surroundings as mental orientations affect the individual's life, behavior and personality negatively, especially if they are not mature rationally, which leads to his failure and inability to achieve his current and future goals and ambitions, Among the most prominent negative effects of weak mental orientation is the individual's sense of loneliness, isolation and isolation within the framework of a certain routine, lack of flexibility and self-effectiveness, as well as the use of coercive methods in dealing with people 0 It also leads the individual to the inability to properly plan for life situations and have negative reactions that may hinder him from achieving his goals (1996:163, Zaleski)
Individuals in society fall into a variety of problems that affect their future and their lives, and these problems are represented by the formation of an anti-social trend, the weakness of their social relations, the weakness of their acquisition of social values and the tendency to isolate, in addition to obtaining the least degrees of happiness and enjoyment in their lives compared to their peers who live a life characterized by building a sound mental orientation towards the course of life. (26:1991,Paul & Bruce) Through the researchers' access to a number of studies, the idea of the current research crystallized. The researchers also felt the problem of research because they work in the field of psychological counseling and educational guidance at the university and in direct contact with university students, and when they met with students, the researchers found that students at the university have a mental orientation that needs to be developed in a logical and rational manner, especially since we are in the era of rapid development and the entry of a huge amount of variables that occur in society that directly and indirectly affect its members in various fields in addition to the huge content that is in Accessible to everyone through social networking sites and the materials published in them are usually out of control and control and available to everyone, which affects very significantly the building of the mental orientation of the individual, especially university students, and this is confirmed by the theories of cognitive psychology, as people respond to events according to the meanings that they attribute to those events or interpret them on the basis of their suitability for self-and personal judgments, and provoke various emotions with various interpretations, and interpretations that involve distortion of reality and The truth and raises emotional disorders, which are in fact disorders in thinking lead to the subjectivity of events, that is, we make them subjective events for the person, and to polarize thinking and centered and the use of unconditional and absolute rules, and cognitive therapy tries to mitigate extremism in thinking by correcting misinterpretations, wrong thinking and wrong conclusions, and the guide and the mentor have a cooperative relationship that emphasizes problem solving. (Patterson, 1990, :46)
This is also shown by the theories of psychology by clarifying the great role played by the proper orientation in the formation and formation of personality, and in achieving a realistic logical interaction with the environment and thus creating a positive pattern and for university students, building a mental orientation or developing a positive rational mental orientation in a correct way makes them able to face the difficulties of life and the changes that occur in light of the circumstances facing the world, represented by crises, wars and conflicts of all kinds, especially as they live under conditions Life faces and significantly ideas and hybrid trends affect the course of their lives in a way that elevates them and therefore the development of mental orientation they have enable them to form sound cognitive frameworks can not drift behind the variables facing society, especially extraneous variables, including internal and external as the aforementioned matters limit the researchers to stand in front of this problem and address it by answering the following questions: "
- Is the method of tours and accompanying activities effective in developing the mental orientation of university students?

The importance of research

The method of tours is one of the most important methods used in Gestalt therapy, which has a benefit in that the individual reaches the stage of awareness, maturity and foresight, and therefore this is the most important goal of treatment based on the theory of Gestalt and therefore the method of tours can help individuals to plan in order to interact with within their constituents and indulge in work on things that make

them puritanical characterized by rigidity towards the environmental stimuli surrounding them. (Core: 2011:288)

Hence, we find the importance of the tour method in developing the individual's positive attitudes towards life by achieving maturity, awareness and awareness of the individual as required, and therefore the guide deliberately through the use of the tour method within the guiding group by encouraging the members of the group to think with a logical perspective as the mentor can make individuals focus on a new topic and thus reach the collection of a number of information and thus achieve a deeper understanding of the problem and the topic discussed in the session (2015,Masson & others: (263) Maxwell (2009) shows in a study on the importance of mental orientation, as it shows the extent of necessity for the individual to have a positive mental orientation or to work on the development of his mental orientation, which is optimistic and logical. When faced with a difficult situation, the person with a positive and sound mental orientation achieves the maximum benefit while suffering from the worst consequences of the situation. Life can be likened to a millstone, whether it will grind you or polish you, it depends on your composition. Adversity means prosperity and prosperity for the owners of Positive and rational mental orientations. (Maxwell, 2009, 21)

The mental orientation is related to the expectations of people regarding their abilities to accomplish a work or achieve a goal or predict what will become of the future of any work based on realistic foundations to ensure the feasibility of this work and hence the importance of studying this topic as it affects many different aspects of the life of the individual. (Hill&Ston, 2013:126)

Hence the importance of the current research in the theoretical and practical aspects

Theoretical aspect:

1- Addressing an important topic, which is the mental orientation, which affects the lives of all members of society, including the university student directly.

2- Guiding an important segment of university students who have a major role in influencing society

3- The scarcity of studies and to the best of the knowledge of the researcher, which dealt with the impact of the method of tours in the development of mental orientation among university students locally and regionally.

Applied aspect:

1- Enables researchers and educational counselors to provide a counseling program that can be used by them and applied, as the guidance program depends on the method of tours in order to develop the mental orientation of most groups of society.

2- Providing a direct service to university students, especially those who suffer from confusion in ideas and their inability to instill a sound mental orientation within them towards the environment surrounding them, as university students from the community groups are in need of obtaining guidance care from the university institution.

Research Objectives and Hypotheses: Aim of Research0

The current research aims to identify:

The effect of the method of tours on the development of mental orientation among university students.

This is verified by testing the following (zero) hypothesis:

- There were no statistically significant differences at the level of (0.05) between the average ranks of the scores of the experimental group members (rounds) and the ranks of the control group members in the post-test on the mental orientation scale.

- Limitations of Research

- Human limits: sample (males - females) of university students

- Spatial boundaries: Faculties of the University of Basra for Oil and Gas

- Time limits: academic year (2022-2023).

- Scientific variables: tours, mental orientation

- Define the terms: Determine the terms

- The research includes a definition of the following terms:

- First: Rounds style: It was known by each of the

1. Cory (2011)

It is a method that includes asking the individual in the group to stand and walk to others in the group and begin to talk to each person or do something and the goal is to face and take risks and disclose what is in his breath and must have a new behavior and then comes the result is maturity and change. This question helps the individual to be aware of his mood, feelings and sensations at this moment, and the goal of this exercise is to discover the individual himself as self-discovery is a task that Gestalt therapists focus on. (Curie, 2011:287)

2. (2015) Masson & others

An activity in which each member is asked to respond to some of the stimuli posed by the mentor, as the tours are useful in collecting information and involving members within the guiding group with many tasks in addition to controlling the mentors in the group (2015,Masson & others: 260)

- Theoretical definition

- The researcher has adopted the definition of (2015) Masson & others being the definition emanating from the theoretical framework adopted in the current research, which is a modern definition to the extent of the researcher's knowledge.

- Procedural definition:
It is a set of techniques and activities used by the study to help university students develop their mental orientation through the activities of the counseling program.

Mental Attitude
Maxwell's definition (Maxwell, 2009)
Perceived mental activity based on the individual's past experiences and his understanding of reality and the pattern of interaction with stimuli and his interpretation of social situations positively or negatively. Maxwell, 2009:28))
Theoretical definition: The researcher adopted Maxwell's definition (Maxwell, 2009) as a theoretical definition of mental orientation because it is the first definition in describing mental orientation.
Procedural definition: The degree obtained by the respondent by answering the paragraphs of the mental orientation scale.

Theoretical framework and previous studies:

Rounds Style
method of tours of the effective guiding methods in the process of guidance, which depends on the theory of Gestalt of Frederick Perls, which motivates the guide to carry out an activity in which each member within the guiding group is asked to respond to some of the stimuli posed by the guide in all groups tours are also useful in controlling the guided many words, that the value of the tours can not be overlooked, there is no skill or effective guiding method more valuable than the tour and this shows its importance in the guiding process and in Addressing most of the problems suffered by the mentors.
Tour Strategies
• Tour of the specific word or phrase: These tours can be completed quickly because the guides respond with a specific word or phrase, as the specific word or phrase is intended that the mentor asks members to use one, two or three choices when responding to a question or issue such as yes or no or very useful, useful, not useful
• Word or phrase tour: This type of tour is different from the previous type, where the mentors are asked to respond with one word or a brief phrase because the guide wants the mentors to provide their comments briefly, for example (in a word and phrase, how do you feel about your presence in this group)
• Comment tour: Comment rounds are used when the mentor wants the mentors to speak more than just a few words, either because the mentor thinks they would benefit from hearing the comments or because the question is not appropriate for an answer from a word or phrase, for example, the mentor would say to the mentors (I would like to get a reaction from you regarding how we approach the task)
• Training tour: where the mentor can do group training and after the combination training the mentor may want to know what the mentors feel and what they think
By using the tour instead of just asking questions, each individual will have a chance to speak rather than just one or two mentors. (2015,Masson & others: (260 Using Tours)

There are eight uses for tours
• Build comfort, trust and bonding for the guiding group
• Makes mentees focus on tasks
• Collect information and assign energy
• Shift focus to engage mentees within the group
• Seduce mentors within the guidance group and urge them to speak and express their problems
• Deepening intensity or concentration, so tours can be used to make the mentors dig deep for their thoughts and feelings, which generates awareness and insight into the problem and thus come up with logical and realistic solutions that lead to improving their intellectual awareness.
• Doing exercises and exercises where through this the guide can do group training and after the training group the guide may want to know what the mentors feel and what they think that the best way to do this is to use the tour Sometimes the word or phrase tour offers more information
• Use tours to summarize: Over time, the guide may want to use the tour as a way to summarize reactions to the session, as the tour gives the guide the opportunity to hear the important things that the mentors went through, and then the guide ends the group and talks about the important comments he heard during the tour. (Khidr: 2022: 20)

How tours are built
The tour should be built appropriately – just like any activity. End. The leader should think about when the tour is useful, and then present it in a way that the members of the desired are understood. The leader should also give enough time for members to formulate their answers; a passionate member is not allowed to start

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before other members are ready. Furthermore, the leader should specify the type of round word or phrase, scale of only 1-10 or follow-up feedback scale, or comment round. Leaders who lead groups for elementary school children should be aware that the tour can produce the same responses among members, so a leader leading a group for elementary school children needs to be creative in using tours to get members to write their responses.

Where does the tour start?

The leader chooses where to start the tour It is also skill and experience to diversify the starting point so that members speak at the beginning and end. It is also important to think about where the tour begins and ends, in some groups, there are members who tend to be negative. By arranging the tour so that these members are neither the first nor the last to speak, the leader can control the atmosphere of the group.

Stopping in the middle of the group It is best to finish any group normally, especially the dangerous tour in which the members had to give their ideas regarding the answers they presented to the group. If the leader does not make the round, the members feel that they have lost their way, but the leader must be flexible, as if He was not conducting an information tour of a personal nature, it is better to stop in the middle of the tour during the information tour, a good topic can be raised, and it is possible for the leader to start from it to a group exercise or a mini-lecture that is more useful than completing the tour. If the captain stops the round in the middle, it is better to be aware of this, as he may quickly check the group to see if there is anger as a result of the stoppage. (2015,Masson & others: 271)

Dealing with members who refrain from speaking when making tours, there are times when the member refuses to comment or cannot comment due to fear, confusion, or lack of what to say. If abstinence is based on fear, overcoming this organ is the best policy. Some novice leaders may make the mistake of focusing on this organ, and this makes them feel more uncomfortable. If the rejection is based on a negative trend, the best policy again is to move to another person, making a mental observation of that member's problem. Although the purpose of the tours is to hear everyone, the leader should not push someone to comment. If the member is not ready to comment when it is their turn, simply tell them that you will eventually return. And make sure you really do it!(Curie, 2011:287)

Theories that dealt with the style of tours

Gestalt theory (Frederick Perls)

In the second decade of the twentieth century, the signs of Gestalt theory appeared, as they appeared as responses to the prevailing practical needs, as some said about it as a revolution, response and crystallization, so it was a revolution on the prevailing mechanical approach, and in response to the need to change the curriculum and reverse it, and crystallized for attempts of varying line of conciliation and failure to develop the new curriculum to replace the old curriculum, and the signs of this school began in the research conducted by Wertheimer in the movement in 1912, where he adopted him that things move, but originally and in reality do not move, Wertheimer worked with Koffka and Kohler to clarify aspects of this approach and in the third decade of the twentieth century began to appear the expected methodological articles, and psychologists began to preach the importance of this new current, whose mind was inspired by Wertheimer and experimented and inspired by Koffka, Levin and Kohler (Patterson, 1990: 329).

Gestalt psychology is a revolution against the Cartesian dualism that emerged in the seventeenth century, which divided the mind into elementary particles of sensations and images, and is also considered a rebellion against Freudianism or analytical psychology that drowned in the search for, related, and synthesized elements, molecules and laws.

Wertheimer, Koffka, and Köhler, as the poles of this school, led a rebellion against the kind of mental analysis of Wundt and his disciples, and their movement represented a new type of analysis of emotional experience from the cognitive field. (Al-Azza and Abdulhadi, 1999: 118)

Guiding Process:-

The counseling process in Gestalt psychotherapy is experienced, as it focuses on what is happening in the present. Changes and explanations can be considered less honest than can be perceived and felt directly. Gestalt psychotherapy involves the dialogue between the counselor and the counselor, in which the mentor experiences from the inside. What the counselor observes from the outside, Grenig points out that Gestalt therapy has shifted from focusing on methods to the relationship between the counselor and the mentor as the key to the process of change. Goals that appear in psychotherapy Gestalt is not limited to the concerns of the mentee, the only goal is awareness, which includes knowledge of the environment, responsibility for choice, self-knowledge and self-acceptance. (Tamimi, 2016: 268)

The role of the mentor according to the Gestalt theory:

1- The therapist must be experienced and aware of the different treatment methods surrounding the rules and concepts of the theory.

2- The Gestalt mentor should share feelings and emotions with the mentor and the group members.

3- The mentor should be aware of body language and non-verbal communication.

4- The counselor should determine the methods used in the treatment session.

5- Distributing roles and designing games and exercises that help the individual continue to participate.

6- The therapist is a model for the group in its clarity, frankness and ability to ask questions to keep the client in the present (here and now).

7- To be creative and creative in using therapeutic methods and in their diversity and not to use one method in treatment. A successful therapist is the one who pushes the mentees to finish the unfinished work without pressure on them. (Al-Azza and Abdulhadi, 1999: 133)

Mental Attitude

Scientists in various fields have been interested in the concept of mental orientation, whether psychologists, sociologists, or the rest of the other sciences, it is an internal feeling that reflects on the actions and reactions of the individual, and has a great and effective role in our relationship with others, is the first responsible for our success in life if it is positive, and our failure if it is negative, and it acquiesces to the strong will, affects our feeling and thus our decisions as well as our vision of things, believing in your ability to change is the only key to controlling your mental orientation, human life is like a ship, You are its leader, and the steering wheel is in the hands of your will, the individual can direct it whenever he wants to achieve the right path and this requires mental orientation. (Shennawi, 2011:70-71)

Maxwell argues that mental orientation is characterized as:

is the external outlook based on one's past experiences. He is not satisfied until he is expressed. He draws others to us or alienates them from us. He is the speaker of our present and the prophecy of our future.(Maxwell,2009:4)

Mental orientation helps the individual to achieve his future goals that you have set Increases the individual's happiness in life Inspires him to improve his abilities and motivate himself and others It helps him identify opportunities and seize them instead of allowing them to pass It makes him view failure as a motivation for success and learning, when an individual adopts a negative mental orientation, it is easy to see personal or professional failures as a reason not to try in the future, however, if the individual adopts a positive mental orientation, he can look at failures As opportunities for improvement and used as an incentive to continue pursuing its goals, failure at something may open up the opportunity for something better or teach you something new about yourself, removing obstacles and difficulties in one's way. People who have difficulties and have a negative orientation can find it difficult to move forward, which can cause them to lose something great in the future, if they have a positive outlook, it will be easier for them to see a path to overcome obstacles, giving them the motivation to continue facing adversity. Miller, 2006:19-25

Mental orientation is one of the processes on which critical thinking depends in addition to critical judgment, including the two processes of mutual influence between them, which determine the form of apparent behavior, these two processes (critical thinking, mental orientation) do not cease their impact and their function does not end with the end of the stages of thinking, but they are two processes intertwined in every mental work carried out by the thinker, whether the product of his thinking analytical, creative, problem solving, to other thinking products and what we mean to emphasize that any work Mental must be subject to these two processes, it can be said that those mental processes represented in both mental orientation and critical judgment, and what they include of sub-processes such as critical skepticism, determination of tendencies, identification of views, determination of criteria, awareness of the constraints of power, All these processes do not work separately within the mind or in a vertical linear manner, but they work together in an overlapping manner that affects each other and is affected by them, and the differences between them may melt according to the way each individual thinks separately, but they are certainly important and distinctive processes for this product of thinking products that express the individual's personality, tendencies and trends, which is a product that expresses the rank of the individual in the society in which he lives.

From this we conclude that this process is automatic, and not apparent, because it occurs inside the mind and may not be felt by the thinker himself, this process depends on the individual's balance of previous experiences. Ahmed, (2009:86-90)

One of the theories that dealt with mental orientation Julian Rutter's theory:

Rutter's theory originated from the theories of learning and personality, this theory examines complex human behavior, and also occurs an integration between three psychological trends are behavior (Behavior), knowledge (Cognition), motivation (Motivation), and this theory emphasizes the patterns of behavior that are being learned and at the same time determined by the variables of reality (knowledge), and the value of reinforcement (motivation) and these variables according to what you see this theory is strongly affected by the situation in which they occur. (Ghobari and Abu Shaira 2015:197)

Some believe that Rutter's theory is a cognitive theory, and in fact Rutter agrees with critics in considering his theory as a combination of two basic trends in American psychology:

A. Direction of theories of field psychology or cognitive psychology

B. The attitude of thinking parents to social learning theories, including Dollar, Miller, Tolman, Levine, Thorndike, Hill.

What distinguishes this theory is its epistemological character, which is attributed to three aspects:

Behavior effort (predictability of behavior), individual expectation of future behavior, reinforcement value (motivation) (Abdulhadi, 2000:278).

It is noted that the theory of Rotter in learning is known as the theory of social learning and the reason for this is due to its assertion that most human behavior occurs in a social environment that is acquired through social interaction with individuals, which thus gives a prominent role to the social environment in satisfying the needs of individuals and works to motivate them in learning behavior that achieves reinforcement for them or avoids punishment in the social context in which they interact, and he believes that the learned behavior is subject to change and modification due to experience factors Only. Zghoul, 2010-279-280

Basic assumptions of Rutter's theory:
• People do not interact with environmental stimuli in one way, but they differ according to the meaning and importance that these stimuli constitute for them, which have an impact on their mental orientations.
• Knowledge and perception are basic concepts in this theory, where individuals' interpretation of their environments and understanding of their meanings and implications depend on the individual's past experiences on the one hand and on the other hand from his expectations for the future.
• The needs of the individual is one of the determinants of predicting behavior, but it is not the main determinant of prediction, and these needs are not fixed, but change with the change of the state in which the individual has a direct impact on the individual's mental orientation.
• The individual's previous experiences or learned patterns of behavior greatly affect the individual's vision of the elements of the perceived environmental field, deriving from it the meanings and connotations of environmental determinants from his previous knowledge of these determinants and their implications.
• It is difficult to understand human behavior and explain it independently in isolation from the individual's previous experiences, and therefore predicting this behavior depends on reactions and responses to those previous events. (Hill: None:127)

Previous studies on the method of tours: -
There are no previous studies on the tour method to the best of the researchers' knowledge

Previous studies on mental orientation:
There are no previous studies on the tour method to the best of the researchers' knowledge

Procedures of Research
Research Method: The researchers have adopted in their current study two methodologies of research methods experimental approach in order to develop the mental orientation of university students as the experimental method is one of the important research methods used in the natural sciences and is the closest to solving problems in the scientific way. Experimental research is the most accurate scientific research as it can use hypotheses for cause and effect and this type of research is the most honest methods in solving educational and psychological problems, so the experimental approach does not stop at just describing phenomena, but rather addresses certain factors under conditions carefully controlled in order to verify how the truth of the incident. (Van Dallen, 1985, :348)
Since the researchers followed the experimental approach in the current study, they built a counseling program according to the theory of Perls (the method of tours) and applied it to the experimental group that needs to develop the mental orientation (dependent variable) to identify the impact of the independent variable counseling program.
Research Community: Population of the Research
By research community, we mean all the vocabulary of the phenomenon that the researcher studies or seeks to circulate the results related to the studied problem (Al-Asadi, 2015, p. 114). To obtain the details of the original community in the current research, the researchers took an inventory of the research community and the study community consisted of students of the University of Basra for Oil and Gas in the center of Basra Governorate, numbering (2405) male and female students.

As shown in Table (1)

S.N	College	Number of Students	Total
1	Oil & Gas Engineering	1380	
2	Oil & Gas Industrial Management	1025	2405

Sample of The Research
The researchers adopt the sample because in some cases it is difficult to study the community as a whole, and it is better to study all the elements of society in theory, but it may be difficult in practice, especially for large communities, so it is necessary to take a representative sample of the original community and circulate the results of this sample to the research community (Al-Kandari and Abdel Dayem, 1998: 181)
A representative sample of the characteristics of the original community was selected, the size of which reached (400) male and female students from the University of Basra for Oil and Gas and the sample was

withdrawn in a simple random manner from each college to reveal the phenomenon of research (mental orientation) they have, as shown in Table (2)

Table No. (2): (Names of faculties, number of students and size of the sample drawn)

S.N	College Name	Number	S.N	College Name	College Name
1	Oil & Gas Engineering	200	2	Oil & Gas Industrial Management	200
	Total	400			

Research Tool: tool of The Research For the purpose of achieving the current research tool and hypotheses, the researcher used tools to achieve the current study.
- Mental Attitude
After reviewing the two researchers' scales, literature and previous studies, they adopted the mental orientation scale
(Mamouri, 2022) and based on a set of justifications, it found the scale appropriate to the objectives of its current research and has a sufficient amount of psychometric characteristics (honesty - stability).

Psychometric properties of the scale:
1- Scale validity
It is intended to measure the scale property that is designed to actually measure and to achieve the sincerity of the scale and its ability to achieve the goals the researcher presented to a group of experts. (Al-Azzawi, 2008:129)

A- Apparent honesty Face validity
This type of honesty is represented by the presentation of the researcher paragraphs of the scale and alternatives to answer it and its instructions to a group of arbitrators who are characterized by experience that enables them to judge the validity of the paragraphs of the scale in measuring the property to be measured and the validity of the scale instructions and alternatives so that make the researcher reassured of their opinions and take the provisions agreed upon by most of them, specifically 80% and above (Al-Kubaisi, 2010: 35) The researchers also presented them to a group of professors and specialists in psychological counseling and educational guidance, numbering (10) experts.
B: Construct validity: Sometimes called the sincerity of the concept Concept Validity)) It means the extent of the link between the aspects measured by the test, and the concept of these aspects as developed by the test designer, and when applying the test tries to explain the differences between individuals in this feature or this property. (Awad: 1998:62)
- This type of honesty has been verified through the following procedures:
Statistical analysis of the paragraphs of the mental orientation scale:
The process of statistical analysis of the paragraphs of the scale is of a high degree of importance because of the function it leads to that contributes effectively to the emergence of effective measurement tools that measure human qualities and traits accurately. Al-Nabhan, 2013:220
And that the purpose of conducting it is to ensure the quality and efficiency of each paragraph of the test in its ability to measure what was developed to measure. Suleiman and Abu Allam, 2010:312)
The aim of the analysis of the paragraphs is to determine that they can be distinguished between the examinees in the characteristic or characteristic measured by the test (discriminating force).
In order to conduct the statistical analysis, the scale was applied to a sample of ((400 male and female students in the faculties of the University of Oil and Gas and it was found that all the paragraphs of the mental orientation scale are distinctive, as the calculated T-values range between (4.242-9.955), which is higher than the tabular T value ((1.96) at the degree of freedom (214) and the level of significance ((0.05), which means that the paragraphs of the mental orientation scale have the ability to distinguish in the trait to be measured by the respondents.

Scale Reliability Indicators
It means that the measuring instruments are highly accurate in mastery and consistency in providing us with information about the behavior of the examinee. Majeed, (2014:124)

Retest – Reliability (Stability Coefficient)
This method is based on reapplying the test to the same group for several certain time periods, meaning that the same group is exposed to the same test in two spaced time intervals. Qawasmeh et al., 2012:237
To find the stability coefficient of the mental orientation scale, the scale was applied to a sample of ((40 male and female students other than the research sample were randomly selected and in equal numbers distributed according to sex and specialization. The scale was reapplied to the same group after two weeks of

the first application, which is an appropriate period so that the respondent does not remember the answers last time. (Adams, 1964:58)

Then the relationship between the scores of the first and second application was calculated using the Pearson correlation coefficient and the stability coefficient extracted by retest method (87)

Description of the scale in its final form and method of correction:

The mental orientation scale consists of (40) paragraphs, each paragraph contains five alternatives: (always pronounce on me, often pronounce on me, sometimes pronounce on me, rarely pronounce me, never apply to me) and its degrees (1,2,3,4,5) respectively in the case of paragraphs (in the direction of measuring the concept) and the degrees are reversed (5,4,3,2,1) in the case of paragraphs (contrary to the direction of the concept), and that the highest degree of the scale (200) and the lowest degree (40), with an average hypothetical (120).

Application procedures: After determining the final research sample, the researchers applied the scale in its final form in the second semester of the academic year (2022-2023) after completing the application, collected the forms and made sure to leave any paragraph without an answer in order to subject it to statistical analysis.

Sample of the Experience: Sample of the Experience

After the researchers measured the level of mental orientation among university students at the University of Basra Oil and Gas, where the experiment sample was deliberately selected based on their scores on the mental orientation scale and due to the presence of the number that ensures that the experiment is conducted properly, so (20) male and female students were selected who need to develop their mental orientation (10) students in the experimental group and (10) students in the control group

Statistical methods

The researcher used the appropriate statistical means in the current research with the help of the statistical program (SPSS) and also the use of an expert in the field of experimental research and statistics.

- Chi-square Test: for good conformity to extract the apparent honesty of the search scale.
- Pearson correlation factor to find the stability of the search scale.
- T test (T – Test) for two independent samples: to test the differences between the average scores of the lower and upper groups to extract the discriminatory power of the scale.
- Percentage: to know the percentage of agreement among the arbitrators on the validity of the paragraphs of the mental orientation scale
- Test of variance of the first degree (Kruskal Wales): to find out the equivalence between the three groups
- Man and Ney test: to identify the significance of the differences between the experimental and control groups in the variable of students' grades on the scale (mental orientation), and for the purpose of testing the significance of the differences in the post-test between the experimental and control groups Counseling program prepare:

The concept of the mentorship program

The mentoring program is defined as a planned and organized program in the light of scientific foundations to provide direct and indirect counseling services individually and collectively to all those included in the institution or group and aims to help them achieve proper growth by conscious and rational choice and to achieve consensus inside and outside the group (Zahran, 1998: 11).

Al-Asimi (2012) defines the mentoring program as: the process of guiding the individual to the different ways through which he can discover his potential and abilities, and use and teach him what enables him to live in the happiest possible state for himself and the society in which he lives. (Al-Asimi, 2012: 112)

Steps to build a mentorship program
Experimental Design

Experimental design is the cornerstone on which the experimental approach is based, and is usually defined as (the scheme or work program for the procedures that enable the researcher to choose hypotheses and reach meaningful results about the relationships between the independent and dependent variables), the design is the plan or strategy developed by the researcher in order to be able to reach answers to the problem of his research, and to adjust the variation in the degrees of the dependent variable so that it is due to the independent variable (program - method). (Mahmoud, 149, 2007)

There are multiple models of experimental designs and the researcher and before conducting any study to adopt the appropriate experimental design to test the validity of the results deduced from his hypotheses, and depends on the choice of design on the nature of the study or the conditions or conditions in which it takes place (Mouly, 1970, p 335), and depending on the nature of this research the researcher relied on the distribution of members of the two groups randomly for a control group and an experimental group, conducts a pre-test of the two groups and then expose the experimental group to the independent variable, without the control group, At the end of the experiment, a post-test is made for the two groups, then comparisons are

made between them, and the researcher designed the experimental design of the research according to the following steps:

1. The researchers chose a sample of (20) students sample after conducting the pre-test for students who got the lowest scores on the scale of mental orientation.
2. The researchers distributed the sample members in a simple random way into two groups, a control group and an experimental group by (10) students for each group.
3. Conducting parity for the two groups in variables (degrees of the mental orientation scale (pre-test), chronological age, educational level of the father, educational level of the mother, degree of intelligence, economic level. gender)
4. The researchers used the method (tours) with the students of the experimental group, but the control is not exposed to any guiding method.
5. Conducting a post-test for the two groups on the scale of mental orientation to know the differences and their significance and the impact of the guiding method on the development of mental orientation among the members of the experimental group.

To achieve the objectives of the research, the researchers adopted the experimental design of the experimental and control groups with pre- and post-news with one group. (Al-Zobaie and Al-Ghannam, 1981: 94-95)

Sequence of orientation sessions and dates by (tours)

S.N	Session Title	Date	Time of its convening
1	Editorial	Sun 17/9/2023	9:30 a.m.
2	Positive and negative mental orientation	Monday 18/9/2023	10 a.m.
3	Prejudices	Tue 19/9/2023	11:30 a.m.
4	Rational thinking	Wednesday 20/9/2023	8:30 a.m.
5	Positions of failure and criticism	Sunday 24/9/2023	9:15 a.m.
6	Social frustration	Monday 25/9/2023	10 a.m.
7	Self-centeredness	Tue26/9/2023	10:30 a.m.
8	Developing positive thoughts and perceptions	Thu 28/9/2023 The death of the Prophet	11:20 a.m.
9	Completion of the work assigned to it	Sunday 1/10/2023	10 a.m.
10	Decision	Monday 2/10/2023	8:30 a.m.
11	Self-adjusting	Wednesday 4/10/2023 The birth of the Prophet	9 a.m.
12	Optimistic thinking	Thursday 5/10/2023	10 a.m.
13	Problem solving	Sunday 8/10/2023	11:10 a.m.
14	Negative thoughts affecting the future	Monday 9/10/2023	9 a.m.
15	Self-confidence	Tuesday10/10/2023	10:30 a.m.
16	Persuasion skill	Wednesday 11/10/2023	10:45 a.m.
17	Appropriate ways to communicate with others	Sunday 15/10/2023	9:30 a.m.
18	Social integration	Monday 16/10/2023	8:40 a.m.
19	Creating innovative methods	Tuesday 17/10/2023	11 a.m.
20	Conclusion	Wednesday 18/10/2023	10:50 a.m.

Presentation and discussion of results
Identify the effect of the method of tours in developing the mental orientation of university students.

This is verified by testing the following (zero) hypothesis:

- There were no statistically significant differences at the level of (0.05) between the average ranks of the scores of the experimental group members (rounds) and the ranks of the control group members in the post-test on the mental orientation scale.

After the application of the guidance program and to test the validity of this hypothesis, the researcher adopted the Man-Whitney test to find out the significance of the differences between the experimental group and the control group, as it appeared that the calculated value is equal to (zero), which is statistically significant because it is smaller than the tabular value, which is equal to (23) at the level of significance (0.05) and in favor of the experimental group, and this means rejecting the null hypothesis and accepting the alternative, i.e. there are statistically significant differences between the experimental group and the control group after the application of The mentorship program and Table (4) illustrate this

Table No. (4): The results of the post-test of the experimental and control groups using the Man-Whitney selection

Variable	The Collection	Test Number	Arithmetic mean	Deviation	Normative	medium	Ranks Total Ranks	Man-Whitney Value		Statistical significance)0.05(
								Calculated	Tabular	
Mental orientation	Experimental	10	Post	155	15.50	6.255	162.70	Zero	23	Difference D statistically
	Adjuster	10	Post	55	5.50	2.211	132.00			

This result can be interpreted on the basis that the method (tours) has a clear impact and statistical significance on the members of the experimental group after the application of the extension program, through the acquisition of members of the experimental group the necessary skills that help them develop their mental orientation and this is consistent with what was confirmed by the theory (Pearls) adopted by the researchers and the researchers attribute this result to the impact of the program used and reflects the extent to which the experimental group benefits from the techniques and activities used in

Conclusions

Through the presentation of the results of the research, the following can be concluded: -
1. It was clear from the results that the counseling program prepared by the researchers has a clear impact on the development of mental orientation among the students of the experimental group as it showed differences of clear statistical significance, and compared to the control group that did not receive the counseling program on the other hand.
2. The interaction of the members of the counseling group with the counseling program has a contribution to the success of the counseling program sessions
3. The guiding relationship has an active and important role between the researchers and members of the guiding group, which is dominated by acceptance, interaction and mutual respect and giving them the opportunity to express their ideas and opinions openly and freely, to spread the spirit of cooperation and mutual trust, and this has led to the development of mental orientation and the emergence of positive behaviors, and this is confirmed by (Pearls).
Recommendations
1. The interest of the Ministry of Higher Education and Scientific Research and the directorates of education in the governorates to establish guidance programs for teaching cadres concerned with mental orientation.
2. Opening rehabilitation courses for educational counselors to train them on the methods of modern programs and focus on them and urge diversity in counseling methods.
3. Directing the Educational Guidance Division in the directorates of education to its counselors to work on conducting studies for samples other than the target sample of the current study due to the lack of studies interested in them.
propositions
1- Conducting an experimental study on the method of tours in developing positive thinking among university students.
2- Conducting a similar study, but by changing the sample, for example, knowing the effect of the tour method on the development of mental orientation among secondary school students and comparing it with the current study.
3- Conducting more studies to measure the mental orientation of different groups, the most important of which are students who are in adolescence.

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