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Presence (False-Authentic) among university students

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Abstract--The research aims to: Identify the presence (false - authentic) among the students of the University of Kufa. As well as the statistically significant differences in the presence (false - authentic) among university students according to the variables of gender, specialization and grade. To achieve the objectives of the research, the researchers built a research tool: Existence (false - authentic) and the research tools were applied to the basic research sample of (569) male and female students from the University of Kufa and for scientific and human specialists, at a rate of 2% of the original community by the random stratified method. After collecting and analyzing the data statistically using the SPSS statistical package for social sciences, the researchers reached the following results: The students of the University of Kufa students have a genuine presence. And male students have a higher value than female students. The advanced stages have a higher value than the later stages. And the scientific specializations have a genuine presence of the highest value than the human specializations. In light of the results, the researchers made a number of recommendations and suggestions. Conclusions: The students of the University of Kufa have a genuine presence and the male students have a higher value than female students.

Keywords---Presence, False-Authentic, University, Students, Kufa.

Introduction

Problem of the research

The human bearing his responsibilities, choices, and the ability to bear and make decisions is the source of authentic (real) existence. As for the false existence, the individual is subordinate to the will of others and falls into a state of alienation in which he is isolated from his personality and self, so his existence turns into something alien to him. (Frankl 1962) stresses that the individual who lacks the ability to find solutions to his problems because he cannot identify the causes and predict the results, whose presence is false and unauthentic, unlike the individual who recognises the causes and has the ability to predict the results. And he revels in his genuine existence (Frankl et al 1962). As for the individual who has a non-authentic existence or what is known as a false one, he prefers or isolates himself from anxiety related to the consequences of actions, decisions and interpretations by choosing the status quo, and because he adopts or stops the possibilities of growth, individuality and achievement, he feels all the time the guilt of missing opportunities and as he grows up In a lifetime, the more guilt accumulates and the more he becomes a general condemnation of himself, so he stops believing that he will correct the next situation and make up for the missed opportunities, and here he realises that his life has become wasted (Saleh et al 1987).

Importance of the Research

It is necessary to have an existence in which the individual is present and possesses the ability to perform tasks and responsibilities with confidence, endurance, and patience. It is necessary if you want to help a person. It means putting yourself in his place and settling his existence, that is, to know the reality of the existence in which he lives. (Al-Ma'idah et al 2010).

Aims of the Research

The current study aims to:

1. The authentic-pseudo-existence of the students of the University of Kufa
2. The significance of the statistical differences in presence (false-genuine) among students of the University of Kufa according to the variables of gender (male-female), specialisation (scientific-human), and grade (first-second-third-fourth-and above).

Limitations of the Research

The current study is determined by the following limits:

- The objective limit: the current research is determined by studying the variables of existence (false or authentic) among university students.
- The human limit: research is limited to students of the University of Kufa and its faculties (humanity-science).
- Spatial boundary: The University of Kufa (the complex building) and its affiliated colleges.
- The researchers will use the paper-based measurement because the students of the University of Kufa are included in the attendance.

- Time limit: AD-(1442-1443 AH) for the academic year (2021-2022).

Defining of the Terms

The researchers will address the following definitions:

- **False-authentic presence:** defined by Victor Frankel (1962) as the essence of human existence, personal experiences, trends, and life values; and counting personal experience as the basis for human understanding of himself in a way that combines his existence in and oneness with his own world and the world. The participant, his presence and his contact with others in this world in terms of concrete reality, and the external world represented by all the surrounding events and threats (Victor Frankel 1962). The researchers adopted the definition of Victor Frankel (1962) as a theoretical definition because they relied on it in building a measure of existence (false-authentic). As for the operational definition, it is the total score that the respondent obtains during his answer to the items of the (false-authentic) scale that the researchers will build.

Practical Part

The research method. In this study, the researchers used the descriptive method because they thought it would help them reach their research goals.

Population of the Research: The research community is defined as the total group of elements with which the researcher seeks to generalise the results related to the problem (Odeh and Malkawi 1992: 159). The current research community is related to all students of the University of Kufa and for the academic year (2021-2022) according to (specialization, gender, and stage of study) distributed over the scientific and humanities faculties of 21 colleges, namely: (medicine, dentistry, pharmacy, nursing, agriculture), veterinary medicine, science, engineering, computer science, mathematics, archeology, arts, management and economics, political science, jurisprudence, law, languages, urban planning, education, basic education, physical education, and education for girls)

A Sample of the Research: It included the following:

The basic research sample: The sample defines the subset of the original population, which is selected according to special rules in order to represent the community correctly (Al-Nasser and Marzouk 10:1989), and the sample is any subset of the population. Simply put, it is a particle group of a community with similar characteristics (Abu Alam 2011:162), and the selection of the research sample is critical because it assists the researcher in collecting data, which cannot be collected completely from the research community in most cases (Daoud and Abdel Rahman 1990: 67). Because it is a subset of the total population that contains some elements to be selected from (Al-Najjar et al. 2010: 104). Khattab (2009) indicates that if the vocabulary of the original community is homogeneous, then a small sample is sufficient, but if the vocabulary of the original community is heterogeneous, a larger sample must be obtained a lot (discourse 2009: 41). The degree of accuracy required is related to the sample size, as the larger the sample size, the lower the standard error of the arithmetic mean, or the standard error of the difference between the means, and the smaller

the standard error, the higher the degree of accuracy in the results of the study (Kitab 2009: 43). According to Jay (1992), the minimum acceptable sample size for a study depends on the type of study. The minimum acceptable sample size in the descriptive study is 5% of the original population, which is represented by this sample (Al-Khattab 2009: 44; Greswell 2005) suggested different numbers of samples in the different study methods. He confirmed that about 350 of the sample members are suitable for descriptive studies (Abu Allam 2013: 154). Based on that, the basic research sample was selected with a percentage of 2% of the original community, which amounted to 569.32 male and female students, and approximately 569.32 male and female students. This sample was selected using a stratified random sample with a proportional distribution. This method is used when the research community can be divided into separate layers according to the study variables, considering each layer as one unit, and then randomly selecting the members of the research sample from these layers (Melhem 2000: 126), and from this it is distributed according to the statistical sampling of the university with its scientific faculties and humanity, and its students and the classroom.

The search tools

The researchers adopted the theoretical orientations of Victor Frankel (1962), which he defined as: the essence of human existence, personal experiences, trends, and life values; and counting personal experience as the basis for human understanding of himself in a way that combines his presence in and his oneness in his own world and the shared world; his existence and his connection with others in this world in terms of tangible reality; and the external world represented by all the surrounding events and threats (1962: 56 Victor Frankel).

False-Authentic Existence

After the theoretical definition of Victor Frankel (1962) was determined, the fields of vision of the world for existence (authentic or false) were as follows:

- 1-Special Field
- 2-Participant Field
- 3-External Field

The scale instructions: are the guide that guides the respondent, and since the paragraphs prepared by the researchers are in verbal declarative form, some of them sought to make the scale instructions clear and accurate for the students of the University of Kufa, and the marking is with under the alternative that applies to The respondent is among the two alternatives (authentic existence and false existence) as I asked the respondents to answer it frankly and honestly for the purpose of scientific research; there is no right or wrong answer as long as it expresses their opinion; the answer is not seen by anyone except the researchers; and there is no need to mention the name in order to reassure the respondent of the confidentiality of his responses (Al-Nabhan 2013: 85). In order to ensure the clarity of the scale's instructions and paragraphs, the clarity of response alternatives, the detection and avoidance of difficulties facing the respondent, and the time it takes to respond to the scale, it was applied in the field to (40) students from the University of Kufa at random, which was previously referred to

in the pilot sample, and it became clear that the items and instructions of the scale were clear to the sample members and that the time taken for their responses on the scale ranged between (32–40) minutes.

Scale correction

After putting together, the scale items, the Likert method was used to come up with possible answers because:

- Allows the respondent to express the intensity of his feelings.
- Allows for the most variation between individuals.
- It provides a more uniform scale.
- Gathers a large number of items related to the behaviour to be measured.
- flexible and easy to build and debug.
- Constancy tends to be good due to the large range of permissible responses of respondents (Stanley & Hopkin 1972:288).

The researchers recorded the degree of the examinee's response for each paragraph of the scale, and then collected them to find the total score of the scale by placing a binary scale in front of each paragraph and placing the appropriate degree for each paragraph according to the respondent's answer, where the weights were distributed among the answer alternatives as follows: Appreciation (1) is required for the false presence. Appreciation is required for authentic existence (2).

Statistical analysis of the scale items

The following are the verification procedures:

One: The Discriminating Power of Items:

Two: The Construction Validity of the Authentic-False Existence Scale

First, the correlation of the score of each paragraph with the total score of the scale

Second: The relationship between the paragraph's degree and the total degree of the field to which it belongs

Third: The relationship between the degree of the field to the total degree of the scale:

The psychometric properties of a scale have been verified, and these two characteristics are as follows:

Validity Scale: by means of the following types of validity:

Face Validity: This was done by following the steps in the paragraph about checking the validity of the scale.

Construct validity: The validity of the construct was verified for the current scale through the following indicators mentioned earlier in the statistical analysis of the scale items:

Factorial Validity

It is clear that it is not possible to obtain a single factor for the pseudo-original existence, as its saturated paragraphs are distributed over three sub-factors, and the first factor (Special Field) is shown with a latent root of (9.073) and explains the value of (11.412) of the variance. It consisted of ten paragraphs, according to the paragraph number: (1-3-4-5-6-7-8-10-12-13) whose saturation values ranged between (0.641-0.473), all of which are statistically significant. And the latent root of the second factor (the participant field), with a value of (11.561) is explained by a value of (14,619) of the variance, and it consisted of eleven paragraphs according to the paragraph number: (14-15-17-18-19-20-21-23-25-26-27) Their saturation values ranged between 0.695 and 0.482, all of which are statistically significant. Also, the latent root of the second factor (the external field) with a value of 3.773 is explained by a value of (8.512) of the variance, and it consisted of thirteen paragraphs according to the paragraph number: (30-31-32-33-34-35-37-38-39-40-41-42-44) their saturation values ranged between 0.55 and 0.172, all of which are statistically significant. The results showed that rotation did not lead to any supportive results for the one-factor hypothesis, which supports the correctness of the psychometric orientation of the current research in its handling of authentic and false existence in its three domains.

Reliability Scale

The measurement and evaluation literature indicates that consistency is one of the conditions that should be met in psychological and educational standards and tests. These metrics should be consistent and consistent in what they measure. Alken (Alken 1988) asserts that the stability of the scale indicates its freedom from irregular error (Alken 1988:58). The stability of psychological scales and tests can be verified in several ways, including:

Test - Retest Method

To calculate the reliability coefficient by retesting the presence scale (false-authentic), the scale (discriminatory power supplement) was applied to a sample of 40 male and female students (the exploratory application sample). They were chosen randomly, and then the scale was re-applied to the same sample two weeks later. The first application, and Adams (1964), specifies that this period should not be less than a few days and not more than two or three weeks (Adams 1964: 8). Then, using the half-segmentation coefficient, the relationship between the first and second applications was calculated. The results showed that the reliability coefficients for the scale as a whole added up to 0.818, which is a good sign of stability.

The Cronbach Alpha

Cronbach's alpha measures an individual's consistency of performance from one item to the next and indicates the extent to which all items on the scale share in measuring a specific characteristic of the individual (Thorndike and Higgin 1980: 79).165). To extract the stability in this way for the scale as a whole, the researchers used the Alpha Cronbach Formula, where the stability coefficient of the scale as a whole was 0.914. It is a good indicator of the scale's stability, as

Cronbach confirmed that the scale with a high coefficient of stability is an accurate scale (Cronbach 1964:639).

Statistical means: The Statistical Package for Social Sciences (SPSS) used the right statistical means.

Results

The first goal is to identify the existence (false or authentic) among the students of the University of Kufa. The results of the research showed that the average degree of presence, as a concept of the general existence of the research sample of (569) male and female university students at the University of Kufa, reached 66,091 degrees, with a standard deviation of (11.517) degrees, while the hypothetical average reached (51) in order to know the significance of The difference between them is that the t-test was used for one sample, as the calculated t-value amounted to (47.318), which is greater than the tabular t-value of (1.96), at a level of significance (0.05) and a degree of freedom (568), and this result indicates that university students in Kufa have their presence, according to the data available in Table (1)

Table 1: Shows the existing one-sample t-test among university students

Variable	Sample	Arithmetic Mean	Standard deviation	Hypothesis mean	degree of freedom	T value		Significance level
						Calculation	Tabular	
Existence	569	66.091	11.517	51	568	47.318	1.96	0.05

In order for researchers to identify which of the two types of existence (authentic or false) they are dealing with, I examined this by using the t-test for two independent samples. It turns out: The calculated t-value reached (17.903), which is greater than the tabular t-value of (1.96), at the significance level (0.05) and the degree of freedom (568), and this result indicates that there is a difference between the two types of existence (authentic and false). Referring to the larger arithmetic mean, the researcher found that the arithmetic mean value of the false presence of (26.015) was greater than the value of the original presence of (21.575). This result indicates that university students have a presence but of the false type shown in Table (30). The researchers explain this result by saying that the nature of the upbringing that students are raised on, whether in the family, school, or society as a whole, does not develop in the child freedom, confidence, and the ability to assume responsibilities and does not encourage On creativity and new creative ideas, some even develop hesitation and fear and fight ideas different from the common, which leads to the creation of a false existence in the individual, and some universities do not develop in the student self-confidence and responsibility, which may be due to the increase in numbers, so always keep

an eye on The projects in universities are in which a group of students participate, and this develops in some students dependency and a lack of trust and adherence to others. They are subordinate to their colleagues, so their presence is false and dependent.

Table 2: Shows (t-test) for two independent samples

Existence type	Sample	Arithmetic mean	Standard deviation	Hypothesis mean	degree of freedom	T value		Significance level
						Calculatio	Tabular	
Authentic Existence	569	21.575	16.821	51	567	17.903	1.96	0.05
False Existence		26.015	18.036					

To find the difference between the two types of existence (false and authentic) among the students of the University of Kufa. In order for the researchers to identify which of the two types of false existence according to the special existence, the co-existence, or the external existence is most diagnostic according to the scale that the researchers used, I examined this by using the t-test for one sample on the false existence of university students. It turns out:

- The special field that the calculated t-value of (8.66) is greater than the tabular t-value of (1.96), at the significance level (0.05) and the degree of freedom (566), and by reference to the arithmetic mean of the data, its value (16.99) was greater. from the adult measurement's hypothetical mean (15).
- At the significance level (0.05) and the degree of freedom (566), the calculated t-value (11.93) was greater than the tabular t-value (1.96). At the significance level (0.05) and the degree of freedom (566), and by reference to the arithmetic mean of the data, its value (18.01) was greater than the hypothetical mean of the adult measurement (17).
- In the external field, the calculated t-value of (4.02) is greater than the tabular t-value of (1.96), at the significance level (0.05) and the degree of freedom (566), and by reference to the arithmetic mean of the data, its value (22.52) is greater than the hypothetical mean of the measurement (22).

The second objective: is to determine the significance of the statistical differences in presence (false-authentic) among the students of the University of Kufa according to the variables (gender, specialization, grade). To extract the differences in the sub-variables of existence (authentic-false) among the students of the University of Kufa according to the variables (Gender: represented by male-female students), (Specialization: represented by: scientific-human), and (school class: represented by the first-second-third-fourth-and above). After verifying the previous procedure, the researchers decided that the members of the research sample are distinguished by their strong homogeneity and the sample's representation of the research community through the Levene's Test equation for

examining homogeneity between the variables to be compared. On a sample of 569 male and female students at the University of Kufa, to:

First: Three-Way ANOVA for the differences

The researchers used the Three Way ANOVA to reveal the results of statistically significant differences for the variables (gender, specialization, class), and for the interactions of both binary (gender * specialization) (gender * class) (grade academic * specialization) (specialization * class) and tripartite interactions (gender * specialisation * class). The following was revealed:

First, the values indicative of existence (false-authentic) in general:

With regard to what was produced by the Three Way ANOVA, the researchers found that the significant values were to confirm the existence of differences in presence (authentic-false), where the calculated t-values of (216.86) were greater than the tabular t-value of (1.960) at the level of significance (0.05). This indicates that the students of the University of Kufa have differences in existence (authentic-false). This result confirmed the existence of the case, as indicated by the previous results. The researchers say that this is because of the different ways the students were raised. This, in turn, makes it possible for one person to have two kinds of existences: one that is false and one that is real or authentic.

Second, the values that indicate the differences in existence (false versus authentic) in the manner of variables:

The results are shown by the values of the Three-Way ANOVA. The researchers found that the values were a function of the differences in each (gender and grade), which the researchers explain in detail:

1. There were statistically significant differences in the gender variable

The calculated t-values of (4.806) were greater than the tabular t-value of (3.841) at a significance level of (0.05). This indicates that there are differences between the genders in existence (authentic-false) for the students of the University of Kufa. shown in Table (32). And to check which type (male or female) exists (authentic or pseudo). The researchers used the Scheffe test value for dimensional comparisons, which are usually used after finding differences in analyses of variance. And then compare the averages. The researchers show that the value of the (Scheffe test) calculated for the comparison between male and female students, amounting to (7.629), was greater than the tabular value of (3.84) at the level of (0.05) referring to the upper average. The researchers found that the average (of female students) of 49.662 was higher than the average (of males) of 41.005. And that the difference between the averages reached 8.657, which is a high difference, and this indicates that the female students are more characterised by false presence than the male students shown in Table (32). The researchers explain that the nature of social and family upbringing in which the student creates an environment that is not conducive to autonomy and creativity because of the imposition of restrictions on female students more than on male students. Therefore, the result came to confirm this.

Table 3: shows the statistically significant differences in the presence of the type variable (false-authentic)

The sub-variables	Tailored	Arithmetic mean	The difference between the averages	Scheffe Test		Significance 0.05	Difference in trend
				Calculation	Tabular		
Type	Male Students	41.005	8.657	7.629	3.84	function	For the benefit of the students in the false presence
	female students	49.662					

Conclusions

In light of the findings of the current research, we can conclude the following:

1. The students of the University of Kufa have a genuine presence.
2. Male students have a higher value than female students.
3. The advanced stages have a higher original value than the later stages.
4. Scientific disciplines have an authentic presence of higher value than humanitarian disciplines.

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