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Authenticity personality with graduate students

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Abstract---The research aims to identify the authenticity of the personality among graduate students in the universities of the Middle Euphrates and the differences in the authenticity of the personality among graduate students in the universities of the Middle Euphrates according to university variables, gender (student's females) and specialisation (scientific human), study (Masters, Ph.D. In the current research, the researchers used a type of research method called the Descriptive Research Method, also known as the Method of Correlative Relations.(Karbala, Qadisiyah, Babylon, Kufa, Muthanna) for the academic year (2022-2021), distributed according to university, specialization, gender, and study. The study yielded the following findings:The postgraduate students in the universities of the Middle Euphrates have the originality of the personality. The originality of the personality was determined by the type of unbiased treatment in the first place, and the relationship with others in the second degree. The PhD students are more representative of the originality of the personality. The originality of the personality became clear in the scientific specialization. The female students were more representative of the originality of the personality of the students.

Keywords---authenticity personality, graduate students, personality.

Introduction

First: The Problem of Research

Many postgraduate students today in Iraq are rushing to go through the study experience of master's and doctoral studies with the aim of obtaining material,

social, and other gains, which may be far from building the personality and originality that it is hoped to create in them. Many of them do not become self-sufficient in their specialisations after graduating from university, and they are characterised by alienation from the academic personality on which they were raised, which casts doubt on the concept of the originality of their scientific, academic, and even later professional personalities. Instead of creating a distinctive and unique image for themselves in their personal impression, we find that they are characterised by the general, traditional, and stereotypical behaviours that characterise other people who do not obtain these high degrees. Based on the foregoing, the problem of the current research is formulated as follows: Are graduate students characterised by their originality of personality?

Second: The Importance of Research

Personality concepts varied due to its importance in a number of field studies, as well as the descriptive and developmental issues addressed in the creative arena, in that it is the main axis that takes care of highlighting the individual's features (Zechariah 2008: 62). This interest is not new. In terms of the etymology of the Latin origin (Persona), which means the mask that the actor wore when he was performing a role or appearing in a certain appearance in front of people, the word became synonymous with the appearance in which he appears. From this, the word "persona" came, with the English term "personality" denoting personality. The word "persona" became a literary term meaning "literary mask" (De Vono 1969:46). The character may be authentic in nature. Authenticity is a familiar concept in popular culture. Especially with regard to self-improvement. On this basis, the concept of (authenticity) was widely included to express the concept of being in the world, which reflects the essence of the self (thoughts, feelings, and emotions). Of which, Goldman & Kernis (2006) point out that authenticity is an important topic that provides a historical overview of authenticity along with modern psychological perspectives. The true history of the concept of authentic performance is as old as the Latin language, and the verbal connotations indicate it in one way or another, such as "be yourself and not be someone else," and that the life that is not tested is a life that is not worth living, and also "know yourself" (Harter 2002:13). As mentioned by Trilling (1971), it is a word derived from an ancient Greek word, which means possessing full power.

Third, research objectives

This research aims to discover

Personality authenticity among graduate students at Middle Euphrates universities. The differences in the originality of personality among graduate students in the universities of the Middle Euphrates according to the university variables, gender (students' female) and specialisation (scientific human), study.

Fourth: Limitations of Research

The current research is limited by the following limits: This objective limit includes the current research variable in identifying the authenticity of personality among graduate students at the universities of the Middle Euphrates.

The research is limited to a sample of male and female students in the universities of the Middle Euphrates (Kufa, Qadisiyah, Karbala, Babylon, and Muthanna), according to the study. The research was limited to male and female students from the universities of the Middle Euphrates (Kufa, Qadisiyah, Karbala, Babylon, and Muthanna).

The field measurement will be used by the researcher.
For the academic year (2021-202 AD) (1442-1443 AH).

Practical part **The Method of Research**

In the current research, the researchers used a type of research method called the descriptive approach in the correlative relationships method, for its suitability in achieving the research objectives.

Second, Population of the Research

The current research community consists of students in the universities of the Middle Euphrates; each of the universities (Karbala, Qadisiyah, Babylon, Kufa, Muthanna) for the academic year (2022-2021), distributed according to (university, specialization, gender, level of study), and scientific colleges And humanity in it, where the total number of graduate students reached (6429) male and female graduate students, and in detail, the number of males reached (3,045) male and (3384) female students; the number of students in humanitarian specialisations was (3066) male and female students; and the number of students in scientific specialisations was (3363) male and female students. The number of master's students is (4418) male and female, and the number of doctoral students is (2011) male and female.

Third: Sample of the Research

Experimental Sample

The aim of the survey sample is to verify the extent to which the sample members understand the paragraphs of the scale (Faraj 100: 1997), calculate the time taken to answer them, and identify the difficulties faced by the respondents (Khattab: 2009: 43). The size of the exploratory sample was characterised by (40) male and female students from the universities of Al-Qadisiyah and Babylon, distributed randomly among (20) male and female and (20) male students equally.

Basic Research Sample (Final Application)

On this basis, the basic research sample was selected from the original population with a percentage of (10%), which amounted to 643-642.9 male and female students, and the selection was made by a stratified random sampling method with a relative distribution. Based on this, it was distributed according to the statistical survey to the universities in their humanities and scientific faculties, as well as the level of their studies in postgraduate studies. The total number of the basic research community reached (643) male and female graduate

students, distributed between males (305) male and (338) female students, the number of students in the humanities majors (307) male and female, the number of students in the scientific majors (336) male and female, and the number of male and female Master's students (442) male and female students, and the number of doctoral students reached (201) male and female students.

Fourth: Instruments of Research

First: Defining the concept of authenticity in personality

The two researchers reviewed the literature related to the concepts of originality and personality authenticity, and based on the theoretical framework adopted for the concept of personality authenticity, and on this basis, the researchers adopted the definition of the concept of personality authenticity in general by Kernis & Goldman (Kernis & Goldman, 2006).

Second: Drafting the paragraphs of the Personality Authenticity Scale

The researchers formulated a number of (verbal declarative) paragraphs, taking into account the conditions for the formulation of the paragraphs that were also indicated by the researchers, and the result was the formulation of (48) paragraphs, with (12) paragraphs for the first component, (12) paragraphs for the second component, and (12) paragraphs for the third, and (12) paragraphs for the fourth component, in its initial form. In anticipation of vertebrae being deleted during measurement (psychometric properties of vertebrae). It was divided into five alternatives: (represents me always; often represents me; sometimes represents me; rarely represents me; does not represent me).

Third, the personality authenticity and validity scale appears to be honest

The researchers presented the Personality Authenticity Scale with its (48) paragraphs to a group of arbitrators and specialists in the fields of psychology, measurement, and evaluation (Iraqis and Arabs). So, And a square like any to judge the validity of the paragraph and its statistical acceptance, to obtain a higher degree than the tabular value of (3.84) at a significance level (0.05) and a degree of freedom of one, and accordingly, eight paragraphs were deleted, and 40 items were kept to the limit of this procedure.

Fourth: Preparing the Instructions for the Personality Authenticity Scale

The scale's instructions are the guide that guides the respondent, and since the paragraphs prepared by the researchers are (verbal declarative form) that measures the concept of personal authenticity, I sought to make the scale's instructions clear and accurate for graduate students, and the marking is with () under the alternative that applies to the respondent among the alternatives (represents me always, often represents me, sometimes represents me, rarely represents me, does not represent me).

Fifth: Correcting the personality authenticity scale

After preparing the scale items, the Likert method was adopted in formulating response alternatives. A paragraph according to the respondent's answer, where the weights were distributed among the five answer alternatives as follows: (always represents me (5), often represents me (4), represents me sometimes (3), rarely represents me (2), does not represent me (1)).

Sixth: Statistical analysis of the items of the Personality Authenticity Scale

First: The Discriminating Power of Items

Second, the construction validity of the personality authenticity scale

1. The relationship between each paragraph's score and the scale's overall score
2. The relationship between the paragraph's degree and the overall degree of the component to which it belongs.
3. Relationship of the degree of the component to the total score of the scale:

Factorial Validity

The two researchers calculated the factor validity of the scale by conducting an exploratory factor analysis of the total measure of personality originality, which reached its paragraphs to the extent of this procedure (36 paragraphs), and it was done according to the method of Principal Components with oblique rotation by the Oblimin method, after its application In a sample of statistical analysis consisting of 400 male and female students (shown in the statistical analysis), the oblique rotation is appropriate for practical life due to the overlapping and correlation of variables in the same subject and the inability to explain it with factors completely independent of each other (Gouda 2008: 161).

The oblique rotation is preferred because it is more realistic in representing the interrelationships of the factors and provides us with an accurate picture of the strength of these correlations (Tegza 2012: 72). and more inclined, implying a stronger correlation between the extracted factors (Ghanim 2013: 74). It is clear that it is not possible to obtain one factor for the authenticity of the personality, as its saturated paragraphs are distributed into (4) sub-factors, with a latent root of (5.895) and are explained by a value of (2.476) of variance. 1_2_3_5_6_7_8_10_11_13_14_16_17_18_21_24_25_26_27_28_29_30_31_33_35_36_37_39_40_41_43_44_45_46_47_48). The results showed that the rotation did not lead to any results supporting the hypothesis of one factor, which supports the correctness of the psychometric orientation of the current research in dealing with the authenticity of the personality in its sections (self-awareness, unbiased treatment, true self, relationship with others).

Seventh: Psychometric characteristics of the personality authenticity scale

First, the Validity Scale Indicators

Honesty is one of the most important characteristics that should be available in psychological measurement, as it indicates the ability of the scale to measure

what should actually be measured (Harrison1983:11), so the validity of the current scale was confirmed through the following two types of honesty:

Face Validity

This indicator is considered honest as the general appearance of the scale or its external image in terms of the type of paragraphs, how they are formulated, and the clarity of these paragraphs (Al-Chalabi 29:2005). Researchers used the methods described in the paragraph about the investigation of the validity of the scale's paragraphs to make sure this was true.

Construct validity

It means analysing the scale's scores based on the psychological structure of the characteristic to be measured; that is, it shows the extent to which the scale contains a specific theoretical construct or a specific feature (Stanley & Hopkin, 1972:111). Or it is the extent to which we can determine that the scale measures a specific theoretical construct or characteristic (Anastasi 1988:151). It means that the scale is able to test the validity of a hypothesis that is based on the scale's theoretical framework and previous studies (Abu Hatab, 2008, p. 196).

Second-Reliability Scale Indicators

The stability of psychological scales and tests can be verified in several ways, including:

Test_ Retest Method

To calculate the reliability coefficient by the re-test method for the personality authenticity scale, the scale (discriminatory power supplement) was applied to a sample of 40 male and female students (the exploratory application sample), who were chosen randomly. Then the scale was re-applied to the same sample two weeks after the first application, and it was determined by Adams (1964) that this period should not be less than a few days and not more than two or three weeks (Adams 1964:8). Then the relationship between the first application and the second application was calculated using the Pearson Correlation coefficient, and the results indicated that the stability coefficients of the scale as a whole, it reached (0.833), which is a good indicator of stability.

Eighth: Statistical Indicators of Personality Authenticity Scale

Psychological phenomena are moderately distributed among the members of the community, and accordingly, the extraction of statistical indicators works to clarify the extent to which the distribution of the scores of the sample members is close to the normal distribution, which is a criterion for judging the sample's representation of the studied community, allowing the generalisation of the results (Mansi and Sharif 2014: 182), and after extracting the statistical indicators for the degrees of the responses of the research sample It was found that the distribution of the degrees of the statistical analysis sample on the scale

of personality authenticity was closer to the normal distribution, thus enabling the use of parametric statistics.

Nineteenth: Description of the personality originality scale in its final form

The personality authenticity scale was finalised after verifying the standard characteristics represented by the indicators of validity and reliability and statistical analysis of the scale, consisting of (36) items divided into four components: (self-awareness), (unbiased treatment), (true self), and (relationship with Others). The first component includes (9) paragraphs, while the second component has (7) paragraphs, the third component includes (10) paragraphs, and the fourth component includes (10) paragraphs, and in front of each paragraph there is a five-paragraph (it always represents me, often represents me, sometimes represents me, represents me (Rarely, he doesn't represent me.) When correcting the grades, it is given from a degree (1), the lowest degree, and a degree (5), the highest degree. Therefore, the highest score that the respondent can get for his answer on the scale items is 180 degrees, the lowest score he can get is 36 degrees, and the hypothetical average of the scale is 1008.

Results

The first objective is to assess the authenticity of the personality among graduate students in the universities of the Middle Euphrates

The results of the research showed that the average degree of personal authenticity of the research sample of 643) postgraduate students in the universities of the Middle Euphrates reached (143.21) degrees, with a standard deviation of (18.726) degrees, and the hypothetical average amounted to (108), and in order to know the significance of the difference between them, the t-test for one sample was used, as the calculated t-value amounted to (47,642), which is greater than the tabular t-value of (1.96), at a significance level of (0.05) and a degree of freedom (642), and this result indicates that postgraduate students at the universities of the Middle Euphrates have an originality of personality.

Table 1. The one-sample t-test for personality authenticity.
Postgraduate students at the universities of the Middle Euphrates

variable	Sample	Arithmetic Mean	Standard Deviation	Standard Deviation	Standard Deviation	T value		Significance level
						Calculation	Tabular	
personal authenticity	643	143.21	18.726	108	642	47.642	1.96	0.05 function

The two researchers justify this by saying that graduate students enjoy originality of personality because they are more accepting of themselves, are less inclined to fake themselves, and prefer to deal in social situations actively; they have the ability to be independent, open-minded, and coexist with others; and they tend at

this stage to relate to others as they feel friendliness and security in interpersonal relationships; and their desire to express themselves and their desires openly and clearly.

The second objective: is the statistical significance of the differences in personality authenticity among graduate students in the universities of the Middle Euphrates according to the variables (gender, specialization, study, and university).

First, the statistical differences in the studies (Master's and Ph.D.)

where the calculated t-value of (4.575) was greater than the tabular t-value of (3.841) at the level of significance (0.05). This indicates that there is a difference for postgraduate students between the master's and doctoral degrees in the originality of their personality. And to check which of the two degrees (Masters or Ph.D.) is more representative of the originality of the character. The researchers used Scheffe's equation to extract the differences between them. where the difference was (4.012), which means that there is a difference between the means in the study. Referring to the same averages, the researcher found that the average for doctoral studies, with a value of 159.453, with a standard deviation of (4.006), was greater than the arithmetic mean for a master's study, with a value of 9.00511, and with a standard deviation of (3.723). This indicates that doctoral students are more representative of the originality of the personality.

Second: Statistical differences in specialisation (scientific and human)

where the calculated t-value of (10.264) was greater than the tabular t-value of (3,841) at the level of significance (0.05). This indicates that there is a difference among graduate students between the scientific and human specialisation in the originality of their personalities. and to check which of the two specialisations (scientific or human) is more representative of the originality of the personality. The researcher used Scheffe's equation to extract the differences between them. where the difference was (5.662), which means that there is a difference between the averages in the specialty. Referring to the same averages, the researchers found that the average of the scientific specialisation with a value of 143.884 with a standard deviation of (2.143) was greater than the arithmetic mean of the human specialisation with a value of (141.008) and a standard deviation of (1.769). This indicates that the students of the scientific specialisation are more representative of personal authenticity, as the calculated T-value of (10.264) was greater than the tabular T-value of (3,841) at the level of significance (0.05). This indicates that there is a difference among graduate students between the scientific and human specialisation in the originality of their personalities.

Third: Statistical differences in gender (postgraduate students)

where the calculated t-value of (35.041) was greater than the tabular t-value of (3.841) at the level of significance (0.05). This indicates that there is a difference among postgraduate students of gender (male and female) in the originality of their personalities. and to achieve which of the students' types (male or female) is more representative of the originality of the personality. The researcher used Scheffe's equation to extract the differences between them. where the difference

was (4.004), which means that there is a difference between the averages in the types of students. Referring to the same averages, the researchers found that the average of the female students, with a value of 144.127 and a standard deviation of 1.868, was greater than the arithmetic mean of the students, with a value of (140.558) and a standard deviation of (2.030). This indicates that female students are more representative of personal authenticity than male students.

Third, the values are not indicative of differences on a scale of personality authenticity

First, the individual differences

Statistical differences in (University), where the calculated T-value of (2.514) was less than the tabular T-value of (3.841) at the level of significance (0.05).

Conclusions

Based on the findings of the researchers, they determine the following

- The postgraduate students at the universities of the Middle Euphrates have an originality of personality.
- The originality of the personality was determined by the type of unbiased treatment in the first place, and the relationship with others in the second place.
- PhD students are more representative of the originality of the character.
- The originality of the character was evident in the scientific specialization.
- The originality of the character was shown more by the female students than by the male students.

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