

How to Cite:

Rasheed, F. H., & Jasim, N. M. (2022). The existential vacuum of orphans of adolescent students. *International Journal of Health Sciences*, 6(S8), 3368–3382.

<https://doi.org/10.53730/ijhs.v6nS8.12846>

The existential vacuum of orphans of adolescent students

Ph.D.r Faris Haroon Rasheed

University of Qadisiyah / Faculty of Arts / Department of Psychology

Corresponding author email: art.psy.mas.20.6@qu.edu.iq

Narjis Mahdi Jasim

Researcher, University of Qadisiyah / Faculty of Arts / Department of Psychology

Abstract--The current research aims to identify the existential vacuum in orphans of adolescent students, and to define the significance of differences in the existential vacuum in orphans of adolescent students according to the variable of gender (male, female), and the school stage (intermediate, and preparatory), and to achieve this, the researchers built a measure of existential vacuum, which consisted in its final form of (29) paragraphs. The study sample included adolescent orphaned students, distributed by (200) males and (200) females, and distributed by (200) middle schools and (200) middle schools in Diwaniya governorate. The sample was selected by a random method with equal distribution, and the results of the research reached a set of results, including that adolescent orphaned students do not suffer from existential emptiness, and that females suffer from existential vacuum more than males when we compare the calculated mortal value with the tabular value at the level of significance of 0.05, and the researchers also found that there are no statistically significant differences in the school stage, There are statistically significant differences in the existential space according to the bilateral interaction between sex (male, female) and school stage (intermediate, junior).

Keywords---existential vacuum, adolescent orphaned students.

Introduction**The Problem of Research****Search Problem**

Frankel pointed out that the lack of meaning is what Frankel calls the existential vacuum, a state that he believes is the result of the frustration of the will of

meaning, his definition of an idea, his description of its effect, and finally, his understanding of its final solution will provide reference points for the interpretation of logical treatment. Frankel describes an existential vacuum person as living in a world where past traditions and values no longer provide guidance on what to do and a world where a person may not even know what they want to do. The person in this case may simply do what others do (compliance) or do what others say to him (inclusivity). A manifestation of existential emptiness is boredom and apathy. And sometimes noogenic neurosis, which is a clinical term coined by Frankel to describe the psychological symptoms caused by moral and spiritual conflicts, existential emptiness can also affect the following attitudes: a temporary attitude towards life – living as if there were no tomorrow; a fatalistic attitude towards life – acting as if one were not in control of one's own destiny; collective thinking – a denial of one's personality; and intolerance – a denial of the personality of those who think differently, Frankel argues that these attitudes lead to nihilism (Lewis, 2016:112-113).

Frankl (2004), an Austrian-born Holocaust survivor, also believes that the root cause of the majority of our psychological problems is the lack of sense of "existential emptiness," which leads one to despair and the belief that life no longer makes sense. Therefore, the aim of his therapeutic approach is to help rediscover meaning in one's life (logo therapy: meaning therapy). One might wonder why the meaning seems crucial to psychiatry and pathology. The answer lies in the fact that mental health and the perceived meaning of personal existence seem to be both intertwined and dependent. Many studies have shown that the lack of a comprehensive framework of meaning including goals, values and priorities in an individual's life is closely linked to the formation of depressive disorders. On the other hand, the presence of meaning has been shown to be an active and powerful preventive factor against the emergence of suicidal tendencies which are among the most serious potential consequences of depression along with depression, other psychiatric illnesses such as anxiety disorders can also be directly linked to the lack of a sense of the general meaning of life. "Although skeptical scientists criticize meaning in life as a weak structure, research shows that many individuals see a greater trend and orientation in their daily lives, and when they lack this experience, they appear more likely to develop depression, anxiety and other psychological problems." (Balogh, et.al., 2021: 6.)

And so we find that the search for meaning is the primary motivation for humans. When this impulse is lacking, humans experience an abyss of existential emptiness that in turn leads to aggression, depression, and suicide. What an individual thinks and says about himself, as well as his attitudes and opinions, are important and closely related to his correct behaviour, and the information, concepts and ideas he acquires during his lifetime are used to deal with psychological problems.

Importance of Research

The importance of research can be summarized in the following

1. Highlighting Frankel's theory of clarifying and measuring existential emptiness, as well as that Frankel's theory is based on therapy in meaning,

as the researchers believe that this study is useful in the field of mental health.

2. The importance of studying the research sample, which is adolescent orphan students, as this stage is very critical and from which the behaviors of individuals emerge from it their thoughts towards the world and others, which hinders their sense of value and limits the achievement of their goals in life and therefore the student has failed academically, as his academic failure leads him to his sense of worthlessness among others. If this segment is supported and helped to solve problems and address their disorders around themselves, around the world and others around them.
3. The importance of studying the sample to conduct other studies on it through the results.

Research Objectives

The current research aims to identify the existential vacuum of orphans of adolescent students and the significance of statistical differences in the existential vacuum of orphans of adolescent students according to the variables of the school stage: (middle and middle school) and sex (males, females), and the interaction of the school stage and gender.

Theoretical Framework

Existential Vacuum Theory

Frankel's research on meaning was first published in 1959, in which Frankel describes how he survived Nazi concentration camps and developed logical therapy, which is based on the idea that existential meaning is fundamentally important for mental health. According to Frankel (1970), the desire to convey meaning is the primary motivation of humans. Existential Meaning is not an extrapolation of personal needs or desires, but a discovery of something fundamental that presents itself to man and imparts a desire and invitation to life in each individual, in which man obeys this call by accepting responsibility for his life, without this fundamental responsibility, man lives in an "existential vacuum" and failure to achieve existential meaning in life may lead to psychological distress (Brouwers & Tomic, 2016:83).

Existential theory asserts that people are driven by more than just basic motives and defense mechanisms as emphasized by Freud . Moreover, the "will to meaning" is a fundamental and universal human motive. According to Frankel, people who do not realize the will of meaning may face an existential vacuum. Warning signs of such a vacuum include a sense of lack of purpose, feelings of fatigue from the world and lack of interest and apathy. Frankel assumes that the prolonged experience of meaninglessness can lead to qualitative neurosis, a condition characterized by boredom and apathy . Frankel states that life gives a person a mission and one must learn what this task is in order to achieve the goal of life, as well as Frankel calls that life is valuable in itself so it is linked to all the values that support it and enhance its continuity such as goal, love, work, hope and the type of experience that the individual goes through whether bad or happy. Frankel believes that life gives a person a mission and that the individual has to learn what that task is in order to achieve the goal of life. (Bano,2014:21)

Frankel described the dimensions of human existence through the concept of dimensional ontology (the dimensions of ontology), through the use of cylinder analogy. When the curved plane of the cylinder is viewed from a forward perspective, it is divided into three sections representing the conscious, the semi-conscious, and the unconscious. And when the same cylinder is displayed from above, it is divided into an internal and psychological spiritual core and an external body. The human spirit represents those characteristics of man that animals do not share and that allow humans to achieve the superlative meaning. Frankel pointed out that it was this human characteristic that allowed the men and women in the concentration camp to make choices that determined whether or not to be subject to the restrictions imposed on them by the outside world or to achieve a superiority and transcend their suffering (Bushkin, 2020:58).

Frankel points out that existential emptiness is a person's feeling that they are completely meaningless in their lives, and lack recognition of anything worth living for (Frankl, 2004:5). In the same vein, Frankel explains the existential vacuum that, unlike animals, man's instincts no longer tell him what to do. Unlike in previous times, traditions and values no longer tell him what to do. Although an individual doesn't know what to do and shouldn't do, sometimes they don't even know what they want to do in the first place. Instead, he will want to do what others do and imitate them (conformity) or do what others want him to do (totalitarianism). (Frankl, 2010: 42).

Frankel also described this condition as caused by a lack of ownership and responsibility for instinctive motives to create meaning in one's life. More specifically, Frankel argued that when a person gets along with others rather than living a life in line with their own set of instinctive values, that compatibility can lead to deep feelings of meaninglessness and existential emptiness. It is up to the person to decide which criteria are worth following and what meanings are worth pursuing (Frankl, 2014:81).

Research Methodology and Procedures

First. Research Methodology

The two researchers adopted a descriptive correlational research methodology as a scientific approach to their current study, being aimed at describing psychological phenomena in general by collecting, presenting and analyzing data statistically.

Secondly. Research Community

The current research community is determined by adolescent students (males, females) in schools (middle and middle school) for the academic year (2021-2022), who number (59641) students, distributed by (30590) males, (29051) females, and distributed by (28119) middle schools, and (31522) middle schools.

Thirdly. Sample Research

The sample was selected in a random way with equal distribution, where (400) students were selected from adolescent orphans, and the researchers relied in

determining the size of the research sample on scientific references that see (that if the sample is to be representative of the research community, the number of sample members must not be less than (400 individuals) (Krejcie & Morgan, 1970:607), distributed by (200) males and (200) females, They are distributed by (200) middle schools, and (200) middle schools, from the research sample (orphans of adolescent students).

Fourth: Research Tool

In order to measure the current research variable (existential vacuum) in orphans of adolescent students, the researchers built the measure of existential vacuum on a type of individuals because of the scarcity of the existence of a scale that measures the category of adolescent orphans, based on the theory adopted and the theoretical definition, and this presentation shows the following presentation of the two research tools:

Existential vacuum scale

In order to build a measure of existential emptiness in orphans of adolescent students, the researchers took the following steps:

The researchers took into account the following points when constructing an existential vacuum scale:

- A. Identify the scale as one-dimensional without fields by calculating a total score on the scale.
- B. Adopting the Likert method mainly in constructing the scale for the student because it is an appropriate method, easy to construct and correct, and the availability of a more homogeneous scale and allows the respondent to indicate the degree of his feelings (Oppenheim, 1973: 140).
- C. Relying on Frankl's theory (Frankl, 1967, 1970, 1984, 1986) in analyzing and interpreting the concept of existential emptiness, as the scale must be consistent with the theoretical framework adopted in the research, and the following is a presentation of the procedures for constructing the measure of existential emptiness:

Theoretically determine the variable of existential vacuum

The theoretical definition was determined by adopting Frankl's definition, 1967, 1970, 1984, 1986) of this concept (as a general feeling in individuals of emptiness or meaninglessness, and that life is meaningless, as individuals feel valued or a sense of emptiness and the existential emptiness manifests itself primarily through boredom as many individuals feel that life has no purpose, no limit, no commitment, and they try to fill their existential void with material things, or pleasure, sex, strength or busy work).

Collection of paragraphs of the existential vacuum scale

In order to collect and prepare the paragraphs of the existential vacuum scale, the researchers reviewed the literature and previous studies on the existential vacuum, which dealt with the measurement of this variable or dealt with it

theoretically, and with the aim of constructing the measure of existential emptiness, the researchers also reviewed the questionnaire of the purpose of life (PIL) by Crumbaugh & Maholic, 1964, which examines the existential vacuum of 20 paragraphs, and based on the above research literature, the paragraphs of the measure of existential vacuum were built by formulating the content of paragraphs. The scale is in the light of the aforementioned measures as a total unit, thus the initial formulation of the measure of existential emptiness was carried out and (32) paragraphs were drafted to measure the existential vacuum in orphans of adolescent students.

Response gradient and scale correction

The researchers adopted the Likert method in developing answer alternatives for the paragraphs of the existential vacuum scale, and the following alternatives were selected to answer: (Apply to me, sometimes apply to me, do not apply to me) which gives the following weights (1,2,3) for paragraphs that measure the same variable (existential vacuum) while the weights of alternatives (3,2,1) for inverse vertebrae.

Preparation of scale instructions

The researchers sought to make the instructions of the scale clear, where the respondent was asked to answer them with all honesty, honesty and objectivity for the purpose of scientific research, and reminded that there is no right and wrong answer as much as it expresses their opinion, recalling that there is no need to mention the name and the answer is not seen by anyone but the researchers, in order to reassure the respondent of the confidentiality of his answer, Provide an example that shows how to answer.

Validity of the paragraphs of the existential vacuum scale and its instructions

The scale in its initial form with 32 paragraphs was presented to (10) of the arbitrators specialized in the field of psychology, including the objective of the research and the theoretical definition adopted for the purpose of expressing their opinions regarding:

- a) The validity of paragraphs to measure what they were designed for.
- b) Suitability of answer alternatives.
- c) Make such amendments as they deem appropriate (rephrasing, deleting or adding) to paragraphs. Based on the opinions and observations of experts, and by adopting a percentage of (80%) or more for the purpose of accepting or rejecting the paragraph, the scale became composed of (29) paragraphs after deleting (3) paragraphs, with the modifications they considered, and their approval was obtained on the instructions of the scale and the alternatives to the answer.

Thus, the number of paragraphs of the existential vacuum scale prepared for the analysis of paragraphs statistically consists of (29) paragraphs.

Clarity of the instructions and paragraphs of the scale

To ensure the clarity of the instructions of the scale and the understanding of its paragraphs for the research sample, the scale was applied to a survey sample of (40) students of adolescent orphans in the schools of Diwaniyah governorate, where the answer was made in the presence of the researchers, and asked them to give their observations about the clarity of the paragraphs, their formulation and the way to answer them, and whether there are incomprehensible paragraphs, and it was found through this application that the instructions of the scale and its paragraphs were clear and there was no need to modify any of them and the time taken to answer ranged between (11-13).

Statistical analysis of the paragraphs of the scale

The aim of the analysis of the paragraphs is to extract the discriminatory power of the paragraphs, to retain the characteristic paragraphs in the scale and to exclude the non-distinctive paragraphs (Ebel 1972: 392) (Abdul Rahman, 1983:85) where the discriminatory power of the paragraphs means the extent to which the paragraph is able to distinguish between those with higher and lower levels of individuals in relation to the characteristic measured by the paragraph. (Shaw, 1967: 450) The distinction of paragraphs is an important aspect of statistical analysis of scale paragraphs because it is through it that they ascertain the efficiency of the paragraphs of psychological scales, as they indicate the ability of the paragraphs of the scale to detect individual differences between individuals (Ebel, 1972: 399). Chiselli et al. (Chiselli, et .al) emphasize the need to keep paragraphs with distinguishing power in the final picture of the scale and to exclude, modify, or try uncharacteristic paragraphs anew (Chiselli, et, al., 1981: 434).

Contrasted Groups

To calculate the discriminatory strength of each of the paragraphs of the existential vacuum scale, the researchers drew a random sample in the stratigraphic method with a proportional distribution, and the analysis sample reached (400) students, and after correcting the responses of the examiners and calculating the total score of each form on the existential vacuum, the scores were arranged descending starting from the highest score and ending with the lowest score, and a percentage (27%) of the forms with the highest scores was selected for the existential vacuum scale, the scores were arranged descending starting from the highest score and ending with the lowest score that ranged From (83) degrees to (32) degrees, and a percentage (27%) of the forms with the highest scores were selected for the existential vacuum scale and were named the upper group (108 forms) and their scores ranged from (83) to (62) degrees, and the selection of (27%) of the forms with the lowest grades and named the lowest group (108 forms also) and its scores ranged from (54) to (32) degrees.

Thus, the upper and lower 27% of the scores represent the best percentage that can be taken in the analysis of the paragraphs, because they offer us two groups of the maximum possible size and differentiation, when the distribution of scores on the scale is in the form of a moderate distribution curve (Al-Zubai et al.,

1981:74). After extracting the mean and variation of both the upper and lower groups on the existential vacuum scale, the researchers applied the T. test to two independent samples to test the significance of the differences between the two groups, because the calculated T value represents the discriminatory strength of the vertebra between the two groups (Myers, 1990, p. 35). The calculated T value was considered an indicator to distinguish each paragraph by comparing it to the tabular value of (1.96) at the level of significance (0.05) and the degree of freedom (214).

Relationship of paragraph score to the overall score of the scale (internal consistency)

The total score of the scale is represented as immediate criteria by its correlation with the degree of individuals on the vertebrae, and therefore the correlation of the degree of the paragraph to the total score of the scale means that the paragraph measures the same concept as the total score and in the light of this indicator the paragraphs (Lindauist , 1957: 286) whose coefficients of correlation of their scores to the total score of the scale are statistically significant (Anastasi, 1976 : 154). Pearson Product-Moment Correlation was used to extract the correlation between the degree of each paragraph of the total degree, and the results showed that all correlation coefficients are a function at the critical value of the correlation coefficient, which is (0.098), the level of significance (0.05) and the degree of freedom (398), and a table (1) shows the Pearson correlation coefficients between the degree of the paragraph and the total degree of the measure of existential vacuum:

Table (1) Relationship of the paragraph score with the total score of the scale

Degree of correlation coefficient	T	Degree of correlation coefficient	T
0.380	16	0.348	1
0.407	17	0.437	2
0.415	18	0.387	3
0.416	19	0.110	4
0.381	20	0.470	5
0.331	21	0.449	6
0.167	22	0.407	7
0.341	23	0.431	8
0.318	24	0.351	9
0.409	25	0.220	10
0.206	26	0.447	11
0.454	27	0.272	12
0.441	28	0.102	13
0.389	29	0.194	14
		0.456	15

The scale remained after the use of the previous procedures consisting of (29) paragraphs, and no paragraph was deleted according to the previous two methods of statistical analysis.

Standard (psychometric) characteristics of the existential vacuum scale

Psychometricians believe that it is necessary to verify some standard characteristics in the numbers of the scale that is built or adopted whatever the purpose of its use, such as honesty and consistency (Allam, 1986: 209), as these characteristics provide the conditions of accuracy and validity for what the scale is interested in knowing and measuring (Abdul Rahman, 1983: 159).

Honesty

Oppenheim (Oppenheim, 1973) points out that honesty refers to the measurement of paragraphs of what they are supposed to measure (Oppenheim, 1973: 69-70) and the level or degree at which he is able to achieve certain goals (Stanley & Hopkins, 1972: 101). In this regard, the researchers used several indicators of honesty:

Apparent honesty

The best way to calculate apparent honesty. It is the presentation of the two paragraphs of the scale before applying it to a group of arbitrators who are characterized by experience that enables them to judge the validity of the test paragraphs in measuring the property to be measured, so that the researchers are reassured of their opinions and take the judgments agreed upon by most of them or by (80%) or more (Al-Kubaisi, 2010: 265). This kind of honesty was achieved in the current scale when the scale and its paragraphs were presented to a group of arbitrators specialized in the field of psychology. As mentioned earlier.

Honesty of construction

The sincerity of construction is the most accepted type of honesty, as a large number of specialists believe that it agrees with the essence of Ebel's concept of honesty in terms of the saturation of the scale in the general sense (Imam, 1990:131), and this type of honesty is achieved, when we have a criterion on the basis of which we decide that the scale measures a specific theoretical structure.

- The style of the two extremist groups.
- The correlation of the degree of the paragraph to the total degree of the measured factor.

The previous methods are concerned with knowing that the paragraph or field measures the same concept as the scale as a whole, and this provides one of the indicators of the sincerity of the construction.

Stability indicators

If stability means the accuracy of the scale, and it is statistically defined by the ratio of real variance to total variance, or the square of the correlation coefficient between real signs and apparent signs (Odeh, 2005: 429), it also means accuracy and consistency in the performance of individuals and stability in results over time, the fixed scale gives the same results if applied to the individuals themselves a second time (Barron & Harrington, 1981: 418) .

The psychometric literature has indicated that stability can be measured in several ways, as Cronbach believes that the consistency of response scores is carried out through a series of measurements, including: internal consistency, which is achieved if the paragraphs of the scale measure the same concept, and external consistency, which is achieved when the measure continues to give the same results if it is reapplied over a period of time (Holt & Irving, 1971:60) .

Thus the difference between the methods of internal consistency and retesting (external consistency), seems to be that the coefficient of stability in the first method refers to the homogeneity between the vertebrae (where homogeneity means that the vertebrae measure a single concept), while the coefficient of stability in the retest method refers to the degree of stability of individuals in their answers on the scale over an appropriate period of time (Al-Zubai et al., 1981, 33). So the researchers extracted the stability of the scale in these two ways and as it comes.

Testing - Re-testing

This method involves applying the scale to a representative sample of individuals, and then reapplying the scale to it again after an appropriate period of time, as Adams argues that reapplying the scale to recognize its stability, must be within a period of at least two weeks (Adams, 1964: 58). The researchers applied the existential vacuum scale to extract stability in this way to a sample of (40) orphans and orphans, and two weeks after the first application of the scale, the researchers reapplied the same scale again and to the same sample, and after using the Pearson correlation coefficient (Person Correlation Coefficient) to identify the nature of the relationship between the scores of the first and second application, it appeared that the value of the coefficient of stability of the scale (0.771).

This value has been considered an indicator of the stability of individuals' responses on the existential vacuum scale, since the dependable coefficient of stability as seen by Likert is from (0.62–0.93) (Lazarous, 1963: 228) while Cronbach points out that if the correlation coefficient between the first and second application is (0.70) or more, which is a good indicator of test stability (Issawi, 1985:58).

Internal consistency (Cronbach coefficient)

The coefficient of stability extracted in this way refers to the internal correlation between the paragraphs of the scale (Verxon, 1991:530), as this method is based

on the consistency of an individual's performance from one paragraph to another (Thorndike and Hegen, 1989: 79).

To calculate the stability in this way, the Vacroinbach equation of the scale was used, and the stability of the existential vacuum according to the Cronbach alpha method (0.802), which is good when compared to the Cronbach alpha standard of stability.

Describe the scale, correct it and calculate the overall score

The measure of existential emptiness in its final form consisted of (29) paragraphs, so that the theoretical range of the highest score that an orphan can obtain is (87), the lowest score is (29) and a hypothetical average (58).

Presentation and Interpretation of Results

The first objective: Know the existential vacuum of orphans

The arithmetic average of orphans appeared on the existential vacuum scale (58.30) and a standard deviation of (7.905), while the hypothetical average was (58) and when comparing the arithmetic average of the research sample with the hypothetical average of the scale and using the T test of one sample. It appeared that the calculated T value (0.759) is lower than the tabular value (1.96), and that result indicates that there is no statistically significant difference at the level of significance (0.05), and the degree of freedom (399), and table (2) shows this.

Table (2)
The difference between the arithmetic mean and the hypothetical mean of the
existential void scale

Indication 0.05 level	Degree of freedom	T value		Hypothetical mean	Standard deviation	SMA	Number of sample personnel	Variable
		Tabular	Calculated					
Non significant	399	1.96	0.759	58	7.905	58.30	400	existential vacuu

From the table above it is clear that there is no statistical significance between the arithmetic average and the hypothetical average and so orphans do not suffer from existential emptiness, and what proves this is that the existential vacuum manifests itself in a state of boredom, apathy, despair and lack of ownership and responsibility, but we find orphaned students have a purpose and meaning for their lives and this is what Frankel stressed that the idea of existential meaning is fundamentally important for mental health, On the contrary, existential emptiness leads to failure to achieve the existential meaning of man and to psychological distress (Brouwers & Tomic, 2016:83), and Frankel also pointed out that existential emptiness is a person's feeling that he is completely meaningless in his life, and lacks recognition of anything worth living for (Frankl, 2004:5).

The researchers believe that this result can be due to the compatibility of orphaned students with themselves and with others, and that this compatibility leads to a sense of meaning and responsibility that achieves meaning in their lives. And not to allow boredom to frustrate the meaning of their lives.

The second goal. The nature of the differences in the existential vacuum according to the variables of sex and school stage in orphans:

For the purpose of defining the significance of the differences between the average scores of orphans in the existential space according to the gender variable (male, female) and the school stage (intermediate, junior), the researchers used the analysis of binary variance (Tow way ANOVA) according to the level of significance (0.05), and table (3) shows this.

Table (3) Differences in gender and school stage according to the existential vacuum among orphans

Significance level S-g	F value		mean squares M-S	Degree of freedom D-F	Set of squares S-S	Contrast source
	Tabular	Calculated				
Significant	3.86	11.909	699.932	1	699.932	Gender
Non significant		0.919	54.012	1	54.012	Educational level
Significant		23.161	1361.214	1	1361.214	gender * school stage
			58.772	396	23273.842	The error
				399	25389.000	the total

The previous results show that:

Difference according to gender variable (male, female)

It is clear from the previous table that the difference between orphans in the existential vacuum according to the gender variable (males, females) rises to the level of statistical significance and in favor of females when we compare the calculated value of the alphabet (11.909) with the tabular value of (3.84) at the level of statistical significance at (0.05) where the arithmetic average of males (057.48) and with a standard deviation (5.082), which is very different from the arithmetic average of females (059.12) and with a standard deviation (9.905), and this result can be explained that females enjoy the existential vacuum more Of the males, where this result was consistent with a study (Al-Obeidi, 2015) in which the results showed the existence of differences in the existential vacuum according to the gender variable (male, female).

Difference in the academic stage (intermediate, preparatory)

It is clear from the previous table that the difference between orphans in the existential vacuum according to the school stage (middle and middle school) does not rise to the level of statistical significance when we compare the calculated value of (48.193) with the tabular value of (3.84) at the level of statistical significance (0.05) as we note that the arithmetic average of middle school students of (58.149) and with a standard deviation (8.914) is not much different from the arithmetic average of middle school students of (58.565) and with a standard deviation (5.733).

Gender and School Interaction

The results showed that there is a statistically significant difference according to the bilateral interaction between the sexes (males, female). The female stage (middle and middle) in the existential vacuum where the calculated alphabetical value (23.161) is greater than the tabular value of (3.84) at the level of significance (0.05), thus there is an interaction of sex with the school stage, and such a result may be due to the fact that each of the variables may affect when working with another variable.

Since the analysis of variance gives a single score indicating the presence of the effect or not, and does not show which of the four groups of sex (male, female) and school stage (preparatory and intermediate) is higher in the existential space than others in bilateral interaction, it is necessary to know the existence of an effect of the interaction between the averages of these groups, which means that there is at least one average that differs from one of the other averages, and table (4) shows the averages of the four groups

Female	Male	Gender Educational stage
57.153	58.731	Intermediate
62.329	55.642	Preparatory stage

For the purpose of identifying the significant differences between the averages of the four groups, the researchers used the Schiffe test and compared their scores with the critical value of Schiffe, as shown in Table 5:

Significance level 0.05	Significance value	Chevy's calculated value	Averages	Levels	N.O
Significant	0.049	3.0891*	58.7311	Intermediate Males – Preparatory Males	1
			55.6420		
Non significant	0.457	1.5779	58.7311	Intermediate Male – Medium Female	2
			57.1532		
Significant	0.017	3.5979*	58.7311	Intermediate Male – Preparatory Female	3
			62.3289		
Non significant	0.587	1.5113	55.6420	Preparatory Male – Intermediate	4
			57.1532		

				Female	
Significant	0.000	6.6870-*	62.3289	Female Preparatory – Male Preparatory	5
			55.6420		
Non significant	0.000	5.1757*	57.1532	Intermediate Female – Preparatory Female	6
			62.3289		

Thus, the results shown in the previous table indicate that there are some differences when interacting with the average sex and school stage, as it appeared that there is a difference at the level of significance (0.05) and below between:

- a) Males in middle school and males in middle school, in favor of males in middle school.
- b) Males in middle school and females in junior, in favor of females in junior.
- c) Males in Junior High and Females in Junior, in favor of Females in Junior.
- d) Females in middle school and females in middle school, in favor of females in middle school

References

1. Abdel Rahman, Saad (1983). Psychometrics. Farmer's Library. Kuwait
2. Adams, g.s. (1964). Measurement and evaluation Education Psychology and Guidance, Hol-New York, 3-14.
3. Al-Imam, Mustafa Mahmoud and others (1990). Psychological evaluation, University of Baghdad, Higher Education Press, 131.
4. Al-Kubaisi, and Wahib Majeed (2010). Psychometrics between theory and practice, 1st edition, United International, Beirut, Lebanon, 265.
5. Allam, Salah El-Din Mahmoud (1986). Contemporary Developments in Psychological and Educational Measurement, Al-Qabas Commercial Printing Press, Kuwait.
6. Al-Obaidi, Afra Ibrahim Khalil Ismail (2015). Existential vacuum among university students in the light of some variables. Al-Ustad Journal for Humanities and Social Sciences, Vol. 410- pg. 399.
7. Al-Zoba'i, Abdel-Jalil, and others (1981). Psychological Tests and Measures, House of Books for Printing and Publishing, University of Mosul, Mosul - Iraq.
8. Anastasi, A. (1976). Psychological testing Macmillan, New York, 154.
9. Balogh, L., Tanaka, M., Torok, N., Vecsei, L., and Taguchi, S. (2021). Crosstalk between Existential Phenomenological Psychotherapy and Neurological Sciences in Mood and Anxiety Disorders, Biomedicines,9, 340.
10. Bano, A. (2014). Impact of Meaning in life on Psychological well-being and Stress A Mong University Students. Existenzanalyse, GLE- International / Wien, 21-25.
11. Barron, F. X., & Harrington, D. M. (1981). Creativity, intelligence, and personality. Annual Review of Psychology, 32, 439-476.
12. Barron, F. X., & Harrington, D. M. (1981). Creativity, intelligence, and personality. Annual Review of Psychology, 32, 439-476.

13. Brouwers, A., & Tomic, W. (2016). Factorial Structure of Längle's Existence Scale. In A. Batthyány (Ed.). *Logotherapy and Existential Analysis*, Springer, Cham, 85-94.
14. Bushkin, H. (2020). A Psychobiography of Viktor Emil Frankl. Ph.D. Thesis. Department of Psychology, Faculty of Health Sciences, Nelson Mandela University.
15. Crumbaugh, J.C., & Maholic, L.T. (1964). An experimental study in existentialism: the Psychometric approach to Frankl's concept of noogenic neurosis: *Journal of Clinical Psychology*, 20 , 200-207.
16. Eble, R. (1972). *Essentials of Educational Measurement* , New Jersey , 329-399.
17. Esawy, Abdel Rahman (1985). *Studies in Social Psychology*, Beirut, Lebanon, Social Knowledge House, 58.
18. Farag, Safwat, (1980), *Psychometrics*, Cairo, Dar Al-Fikr Al-Arabi, 360.
19. Frankl, V. (1967). *Psychotherapy an Existentialism*, Washington Square Press Inc. New York.
20. Frankl, V. (1970). *The Will to Meaning*, New York: New American library.
21. Frankl, V. (1984). *The Will to Meaning: An Introduction to Logotherapy*, New York: New Washington Square Press.
22. Frankl, V. (1986). *The Doctor and Sual: From Psychotherapy to logotherapy Revised and Expanded Editional* , New York : Vintage Books.
23. Frankl, V. E. (2004). *On the theory and therapy of mental disorders: An introduction to logotherapy and existential analysis*. New York, NY: Brunner-Routledge.
24. Frankl, V. E. (2014). *The Will to Meaning: Foundations and Applications of Logotherapy*. New York, NY: Penguin Plume.
25. Frankl, V. E., Batthyány, A. E., & Hallowell, D. T. (2010). *The feeling of meaninglessness: A challenge to psychotherapy and philosophy*. Marquette University Press.
26. Frickson, George (1991). *Statistical Analysis in Education and Psychology*, translated by Hana Mohsen, Dar Al-Hekma, Baghdad.
27. Ghiselli, E., et al (1981). *Measurement theory for the behavioral sciences*, san francies& company.
28. Myers, Ann (1990). *Experimental Psychology*, translated by Khalil Ibrahim Al-Bayati, University of Baghdad, Baghdad.
29. Odeh, Ahmed (2005). *Measurement and evaluation in the teaching process*, (3rd floor), Irbid - Jordan, Dar Al-Amal for Publishing.
30. Odeh, Ahmed Suleiman (2002). *Measurement and evaluation in the training process*, Dar Al-Amal, Jordan.
31. Thorndike, Robert Wallisette Heign (1989). *Measurement and Evaluation in Psychology and Education*, (Translated by: Abdullah Zaid Al-Kilani and Abdul Rahman Adas), Amman: Jordan Book Center.