

## PalArch's Journal of Archaeology of Egypt / Egyptology

### THE ENJOYMENT OF LIFE AND ITS RELATIONSHIP TO EXISTENTIAL INTELLIGENCE AMONG UNIVERSITY STUDENTS

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**<sup>1</sup>Prof. Dr. Ali Shaker Al-Fatlawi, <sup>2</sup>Harith Hassan Abdel-Moneim, The Enjoyment of Life and its Relationship to Existential Intelligence Among University Students -Palarch's Journal Of Archaeology Of Egypt/Egyptology 18 (07 ), 1673-1691. ISSN 1567-214x. Published June, 2021.**

**Keywords: enjoyment of life, existential intelligence.**

#### ABSTRACT

In the present study, the researchers attempt to show the correlation between enjoyment of life and existential intelligence among university students through a set of goals. To achieve the objectives of the research, two building scales are taken into consideration. First, The building scale of life enjoyment according to Veenhoven theory (1996), as the scale is in its initial form of (44) items distributed into two components: (the cognitive component and the emotional component). Second. The existential intelligence scale according to Gardner 1999's theory, as in its initial form was composed of (25) items. The two scales of the research (enjoyment of life and existential intelligence) were applied to a sample of (400) male and female students at the University of Al-Qadisiyah, and they were chosen randomly. After analyzing the data (responses of the research sample) with the help of the SPSS software, the results indicate that the poor degree of enjoyment of life among students. There are no statistically significant differences between students in enjoying life according to the two variables of gender (male - female), and there is a statistically significant difference between the averages of students' cycles according to the variable of specialization (scientific, human. Moreover, there is an interaction between the heterosexual and the specialization in enjoying life. here is a statistically significant difference in a scale of existential intelligence according to the gender variable (males, females) and in favor of males, and there is also a statistically significant difference according to the variable (scientific, human) and towards the human specialization. There is an interaction between heterosexuals and specialization in existential intelligence. Finally, it is displayed that the existential intelligence

contributes to increasing students' enjoyment of life. The research came out with a set of conclusions, recommendations and proposals.

## **1.Introduction**

### **1.1.The problem of the study**

The characteristic of the present age is the lack of balance and confusion in achieving the goals that individuals aim to, and this leads to reducing the opportunities for social interaction and then leading to the creation of contradictory currents in people's lives, and as a result of all this, it may be difficult for the individual to feel enjoying life (Al-Badran, 2014: 2). Therefore, the person who is self-aware and aware of his existence becomes able to choose appropriate methods in facing social situations and this is part of enjoying life. The ability to confront and challenge represents a key to predict what the individual is exposed to and tries to find appropriate solutions, which increases his sense of psychological comfort and enjoyment of what he is doing With him for the sake of a life that makes him happier and creates for him a sense of security, confidence, and a safe relationship with others, and that is dominated by warmth and love that lead to his feeling of sufficiency and happiness (Rutter, 1990: 214).

Perhaps we realize that the university student community, which is a large society that represents an important representation of most of the family, if his behavior misses his belief in the positivity of life, and if he feels that his life does not bring him a sense of comfort and enjoyment, then this often leads him to lose much of the meaning of life, and he moves away by doing so. On the insistence to achieve its goals and its constant endeavor to interact with the variables of life, with some satisfaction and challenge. And since the current research sample is university students, they are in constant and continuous need for a meaningful life that requires their possession of positive characteristics and characteristics that make them able to face challenges, so the need for studies concerned with behavior arose. The humanist is according to positive feelings and human virtues among university students, which works to give them positive thinking because they are going through an age stage that is the stage of acquiring some experience (Al-Hijami, 201: 3).

The study (Abdel-Aal and Mazloun, 2013) also indicated that enjoying life makes the individual happier, tolerant, and reconciled with himself and others around him, for the self undoubtedly lives a radiance without ambiguity to heal the self for the other and tolerate him for everything that makes it more irritating, depressed, painful and sad. It is also a moment of purity, comfort, purity and transcendence (Abdel-Aal and Mazloun, 2013, 81). Today, Iraq is going through dangerous junctures, economic and social crises, deterioration of the service situation, a rise in the unemployment rate and a decrease in the level of education in the lives of individuals in society, which may make them lose their sense of pleasure and the quality of their lives in general, which may lead to the emergence of protest behaviors and disturbances at all levels represented in the absence of joy, fun and a decrease The level of happiness and lack of enjoyment of life. (Al-Zuhairi, 2016: 3). Existential intelligence includes

the search for existence and beyond this existence, and this is one of the higher mental collocations that will drive potential harm, whatever its source, and lead a person to avoid pain and discomfort (Al-Haeri, 2006, p.13) as intelligence in general is a mental property that differs in its nature about the characteristics of the nervous system, as the individual does not live in a vacuum, but lives in a society with which he interacts, influences and is affected by it. It is a potential inherited capacity that depends on proper growth and development. This ability can be modified through excitement and the growth of intelligence to bring it to that latent capacity. May be affected by stress and environmental factors, (Touq, 2001: 199).

Existential intelligence involves the ability of an individual to use collective values and intuition to understand others and the world around them. And the person's ability to think internally when learning and interacting with others. (Fendi, 1974: 23). Existential intelligence is one of the abilities concerned with producing and forming meaning based on an accurate understanding of questions related to existence and awareness and being able to use different levels of solutions to solve problems. Existential intelligence is evident to us through religious commitment and existential philosophical thinking, as well as perseverance to achieve the meaning of life through science and art, which contributes to building the spiritual and creative personality alike. Guld, 1985: 15). Moral scholars assert that one of the main reasons for a person to abandon the generosity of morals in his words, behavior, and interaction with life and society is his lack of insight into the purpose of his existence and knowledge of the purpose of his creation (Al-Naraki, 1996: 16-17). Existentialists believe that the individual in any society is able to choose or make a decision and bears responsibility, especially those who possess a sound personality and balanced mental capabilities and are able to overcome obstacles, obstacles, and environmental conditions and pressures that drive them to extreme tension that leads them to a state of hesitation or anxiety so that they can be aware. For those conditions imposed on them. And to choose not to surrender to it and work to confront it with all courage by stimulating all the energies and capabilities available to the individual to reach a new level of sophistication (Sydney, 1998: 36).

Therefore, the individual who is characterized by existential intelligence is that individual who thinks abstractly and tries to search and investigate, and be more realistic and discerning, and the individual's ability to insight and understanding associated with the ultimate interests of life and who becomes more aware and aware of himself and of life. (Al-Zoghbi, et al., 2015). Because university students are the wealth of society and the future kit, researchers and students flocked to pay attention to the psychological, educational, and social variables of this category of society to give the best educational and counseling programs that increase its knowledge balance and develop its capabilities to meet the requirements of the times. (Cherkaoui, 1995: 6). Among the studies that indicated the importance of young people was the study of Dresel and Hunt (Dresel, Hunt, 1972) and the study of Skager and others (Skager & Others, 1972). Thus the issue of educating young people to assume responsibility, instill values and ideals and develop methods that develop in them the ability to face difficulties and find solutions It is appropriate to achieve fun as well as develop mental capabilities and intelligence for them through

developmental and developmental programs by educational institutions, especially universities that have a large and effective role in preparing students.

### **1.2.The importance of the study**

The importance of the current research stems from its approach by the community of an important educational and educational institution, which is the university which is one of the main pillars of each country and which it is based on and from which it is expected to build and develop society, due to its fundamental and effective role in preparing human cadres, building people, spreading knowledge, developing the culture of society, and organizing operations Collectively in creating and creating a learning climate and coordinating and organizing students' preparations and tendencies between the influences of different social environments and directing them by using them as a cause for directed learning and achieving sustainable education (Al-Tamimi, 2016: 14). University youth are an important pillar and source of cultural and social development in society, as they contribute positively and effectively to the process of change taking place in society, and they are considered a center of active, dynamic and productive energy centers that possess the elements of leadership and make change in life for the better. And to contribute to solving problems and harnessing their potential for a life of happiness and contentment, the spread of love and social justice, as well as because the university student is the means and end of education (Anastasia, 2003,128).

Erikson confirms in his development theory that this stage (the university stage) is represented by the identity crisis, as there is a conflict between the requirements and ideas of the university student and the reality they live in, as the feeling of anxiety, tension and imbalance is what characterizes this stage, which requires armament to confront those problems that he suffers with requirements And research studies find solutions that contribute to building their personalities in all its aspects and push towards their sense of satisfaction with life and provide meaning for their lives and joy (Farouk 2001: 31). Therefore, the current research has been linked to two variables, which are enjoyment of life and existential intelligence because they are important in people's lives, especially among university students, because enjoyment is a fundamental value that grows and integrates and becomes a meaningful thing that increases the individual's sense that his life is valuable and increases his feeling of more happiness at this stage of young people's life The university campus and that enjoying life is one of the goals for which man was created, as God Almighty beautified and beautified life so that man can enjoy it, and that man's love for this life must be characterized by positivity that guides him to love and compatibility with others, and to achieve the highest goals of humanity, which makes him capable To endure life pressures. (Al-Ahmad, 2: 2018).

Enjoying life is one of the areas that focus on the positive and good aspects of the individual and contribute to a well-off life to reach high levels of happiness, feeling positive emotions and feelings and feeling that life is worth living. There is a fact that confirms that the highest benefit that a person can reach is the achievement of happiness (positive experience Or what is known as enjoying life). Happiness is what

a person seeks, as it is at the top of the list of what individuals strive for (Al-Nayal and Ali, 1995: 22). Therefore, positive psychology was concerned with enjoyment, promising it an urgent humanitarian requirement that is inevitable to reach the equal, especially after the proliferation of studies and research in negative variables and psychological diseases that have exhausted humanity for a long time. What increases life is fun and positive, especially that which takes care of the value of students, and life in general, and gives it the depth of flaunting those positive human feelings, which were previously excluded from the viewpoint of psychology. (Abd, 2015: 9).

The study of Sephton & Segerstrom (2010) confirmed that practicing any positive reaction, no matter how mild, leads to improvement of the immune system of the body, even if it is a kind word or simple behavior towards others, which causes their enjoyment, joy and joy (Al-Harbi, 2015: 6). Schwarz, 1983 noted that individuals enjoy high degrees of happiness, enjoyment, and reassurance that they can overcome their internal struggles and achieve a degree of complementarity in their personalities (Schwarz, 1983, P.1022. Also, Ellis, 1980's study indicated that those with accomplishments and goals are proud. By achieving it, they are characterized by an enjoyment of life, for an accomplished individual will take them to his feeling and sense of satisfaction with his life (Ellis, 1980: 490).

As for existential intelligence, which is a variable whose importance emerges from the importance of the ability of intelligence in general, as intelligence is one of the personal concepts that have received great attention by specialists and researchers, due to its effect on the behavior of the individual in different situations and multiple fields, as educators and psychologists and sociologists are interested in studying and researching them. Because of its influence on the activities and lives of individuals, its use has evolved as a concept that includes multiple processes such as thinking, problem solving, deduction and other mental processes. (Qatami, 2009: 207). Existential intelligence is one of the intelligences that highlights its importance for individuals and has an effect on those who possess it as it provides them with motivation and motivation. Existential intelligence is manifested through religious commitment and existential philosophical thinking as well as perseverance to achieve the meaning of life through science and art, which contributes to building the spiritual and creative personality alike (Guld, 1985: 15). Gardner, 2000 indicated that individuals who enjoy existential intelligence have a high and realistic appreciation in terms of determining their position, are characterized by the highest degrees of perfection, and have the ability to understand the meaning and the intended meaning of life, and increases the power of intuitive knowledge that is more powerful and decisive in dealing with Things are to some extent, and it has a role in raising intellectual and verbal abilities, possessing contemplative abilities, and asking questions about life and death and beyond. (Gardner, 2000: 63).

Many studies and research have been conducted to identify the level of multiple intelligences of students, and among these studies is the study of Chan (2001), where he indicated that students have multiple intelligences with statistical significance, but in a different way. Chan, 2001,32)). The study of Loori (2005, Loori) also showed

that individuals have multiple intelligences, but the type of intelligence varies according to the academic level, and there were no statistically significant differences between the sexes in other intelligences. (2005: 77-88), Loori). Al-Zoubi (2010) also emphasized in his study that individuals who possess existential intelligence are overcome by positive qualities, moral commitment, and religious belief rooted in the human psyche that makes the individual live in a state of stability and security, as it is an engine and a motive for behavior and has a clear effect on psychological growth. It leads to safety, as it affects a person's life through the different stages of life, from childhood to adolescence, adulthood and then old age. (Al-Zoubi, 2010: 65). Existential intelligence gives individuals a deeper understanding of life experiences than those who do not enjoy it, and thus the individual surpasses the level of others' abilities in interpreting events, and gives him the possibility to find out and find the relationship between them, ranging from simple practices such as riding a bicycle and swimming to an in-depth vision of the nature of existence and reality, This increases the power of intuitive knowledge that is more powerful and decisive in dealing with matters far from the level of our limited intellectual and verbal abilities. (Matzke, 2011: 5-7).

It is worth noting that the existential intelligence develops in its owners high self-reflection, as they perceive those who are characterized by existential intelligence in order to understand the world around them. Life. (MoCoog, 2010,127). The study (Al-Zoghbi and others 2015) explained that existential intelligence helps the individual to think abstractly and think about life and death, and these issues affect the thinking of the university student and expand his perception, and existential intelligence increases man's awareness of himself and of life. (Al-Zoghbi, et al., 2015). From the foregoing it appears that the importance of the current research is evident by addressing two variables, namely enjoyment of life and existential intelligence and the relationship between them. Life and thus will be more enjoyable to it, and perhaps this belief is one of the reasons that compels many parents to enroll their children in schools, as they hope that more learning will make the learners smarter and thus more enjoying life and happier, (Veenhoven, Choi 2012,1).Accordingly, the information mentioned above are summarized as follow:

### **1.2.1.Theoretical importance**

- 1.Exposing the relationship between enjoyment of life and existential intelligence, which would direct attention to attention to the curriculum that focuses on the importance of meditation and learning to think, which in turn increases enjoyment of learning in particular.
- 2.The current research puts the theoretical literature on two concepts in positive psychology within the reach of researchers.
- 3.Knowing the enjoyment of life among university students helps the learning process succeed.

4.It may enable researchers to uncover other correlational relationships, whether with enjoyment of life or existential intelligence, of interest to the sample.

5.Providing a theoretical basis for predicting the enjoyment of life according to the contributions of existential intelligence.

### **1.2.2.Applied importance:**

1.The current research provides tools for measuring the two variables of enjoyment of life and existential intelligence. The measures are now built, and other researchers can benefit from them in future studies.

2.Allowing researchers to do other similar studies to study the relationship between enjoyment of life and existential intelligence on different samples.

3.The current study can help in submitting proposals for preparing extension programs related to enjoying life and students' existential intelligence.

### **1.3. The aim of the study**

The current study aims at:

-Enjoying life among students of Al-Qadisiyah University.

-Statistically significant differences in the enjoyment of life among students of Al-Qadisiyah University, according to the gender variable (males, females) and specialization (scientific, humanitarian).

-Existential intelligence among students of Al-Qadisiyah University.

-The statistically significant differences in the existential intelligence of the students of the University of Qadisiyah, according to the gender variable (males, females) and specialization (scientific, human).

-The correlation between enjoyment of life and existential intelligence among students of Al-Qadisiyah University.

-Identify the extent of the contribution of the independent variable (existential intelligence) to the dependent variable (enjoyment of life) among students of the University of Qadisiyah.

### **1.4. The limitations of the study**

The current research is limited to male and female students of Al-Qadisiyah University in Diwaniyah Governorate, morning studies for the 2019-2020 academic year.

## **2.The theoretical framework**

### **First. Life enjoyment**

#### **a.The concept of life enjoyment**

In the modern era, the first to deal with the concept of enjoyment of life were political economists; Some historians argue that Arthr Byju was the first to address it in his book on economics and welfare in 1920. From the point of view of psychology, he expressed enjoyment as a dynamic, multidimensional concept, as it includes economic, social, medical and psychological aspects that interact with each other to be a good or bad concept. On life (Sharma, 2004: 35). The study of Reade Rachel (Reade, R, 2005) came to explain the concept of enjoying life, describing it as "it is nothing but a series of social processes that include developing awareness of the lived reality, trying to move beyond the past and its tragedy, accepting the present time as it is, dealing realistically and effectively with the problems of the current situation, and adopting goals His life is derived from the life that the individual lives with enjoyment and a clear philosophy he adopts "(Reade, R, 2005,720). There is no doubt that enjoying life is one of the positive personality variables that interest began in the middle of the last century in the context of positive psychology, and for this it is considered a recent emergence, and given its birth associated with the emergence of positive psychology, we may find clear deficiencies in the set of definitions that dealt with this concept from Far or near when it came in conjunction with another positive concept that is more closely related to it, namely the concept of Happiness, and both of them are misleading under a broader, more comprehensive and broad paradox, which is the misleading concept of Quality of Life. The positive psyche, especially what is related to it with the concept of enjoying life (Evans, 1994: 44).

The constant feeling of hope, happiness and pleasure represents enjoyment of life and expresses the philosophy of life. (Keller, 2007: 6), others believe that enjoyment is a desire and a positive outlook towards life, for example Lykken, 1999 sees that at some point in life even before the age of eighteen, an individual becomes prepared or equipped to some degree for a level A given and stable of contentment guarantees a fairly wide range of environmental conditions that persist throughout life. Lykken (1999: 40)), and therefore, we can say that enjoying life is an individual feeling that stems from the self and the attitudes, values and ideas that it possesses and which make him an individual capable of enjoying life. (Abdel-Al, Mazloun, 2013: 90) Therefore, it makes sense for us to use our thinking to assess the quality of our life, but it is unreasonable to assume that thinking is the only way to assess how happy we are, and if this is the case, it will not apply to young children, because they lack To the ability to define the standards of a decent life and compare them with reality. (Headey & Veenhoven, 1991: 92) On this basis, it can be said that enjoying life is the result of the individual's evaluative reactions towards his life in light of life satisfaction through this cognitive or emotional evaluation (Salem, 16: 2019). Enjoyment life is one of the positive personality variables that I began to pay attention to in the middle of the last century within the scope of positive psychology (Seligman, 2002, 78). Positive psychology means: it is the science concerned with the scientific,



theoretical and applied study of positive experiences and positive personality traits of the individual and psychological and social institutions (Seligman & Peterso, 2005: 103).

### **b. Adopted theory: Theory of the art of lifer 1996**

The author of the art of living theory, says that pleasure is the ability to lead a fulfilling life, especially the ability to create a fruitful lifestyle that includes many skills, including the ability to enjoy life. For the largest number of people, since this classical philosophy is not only more acceptable these days, it is also more practical, scientific research now provides a greater understanding of the origins of happiness (Veenhoven, 1996: 36). Enjoyment is of great value in today's (present) society. Not only do people care about happiness in their lives, but there is also a growing support for the idea that we care to enjoy it, and in this context enjoyment is generally understood (to what extent a person loves life), in other words, more accurately. The degree to which a person values his life positively, and that moral appreciation or love of life is an essential component of this definition, which is expressed (the satisfaction of basic needs). (Veenhoven, 2005: 43). Often the word enjoyment used in its various meanings is confusing and confusing, and when used in a general sense it is synonymous with luxury, and in this sense it denotes a good life, but it does not define what is good in life, and the word was used. More specifically, this can be illustrated with the help of the classification of life characteristics. In the table (Veenhoven, 1996: 67).

**Table (1) shows the four characteristics of life**

	<b>External properties</b>	<b>Indoor properties</b>
<b>Life chances</b>	<b>The ability of the environment to live in it</b>	<b>A persons ability in life</b>
<b>Life acceptance</b>	<b>Benefit from life</b>	<b>Satisfaction with life</b>

In the distribution of these concepts there are two differences, vertical is the difference between the possibility of a good life and the true benefits of life. Correspondingly, it is noticed that there is a difference between the internal characteristics and the external characteristics, all of which are called pleasure. The following is an explanation of the above table:

**The ability to live in it:** It refers to the meaning of good living conditions and the term "luxury" is often used with it, especially in the writings of environmental scientists, sociologists and economists sometimes. They generally emphasize this quality of life, and sometimes call it luxury and pleasure (Veenhoven, 1996: 74).

**An individual's ability to live:** It refers to the opportunities of inner life, which means the extent of our readiness to deal with life's problems. This aspect of the good life is also known by various names. Physicians and psychologists in particular use luxury and pleasure to denote this specific meaning, and in biology the phenomenon

is referred to as "adaptability", from other aspects that the medical term "health" refers to.

**Utility from life:** It represents the concept of a good life that should be good for something, and this means the existence of higher values such as preservation of the environment or cultural development, and this benefit to life refers to and expresses it with enjoyment.

**Life satisfaction:** It expresses the self-appreciation of life, that is, an individual's judgment of life and his satisfaction with it. (Veenhoven, 1996: 54).

### c. The components of Enjoyment theory of life

The theory of enjoying life is represented by basic components:

**a. Cognitive component:** This component refers to the individual's awareness of the different aspects of his life in general, his recognition of satisfaction with this life in particular, his enjoyment of it and his compatibility with it through enduring its frustration, facing its problems, freedom from contradictions, and positive liberation from conflicts (Veenhoven, 1996: 90). Enjoying life" as a concept described by some researchers as "the cognitive evaluation of the individual who is concerned with the life that he lives in a holistic way (such as job, profession, social relations, trends, orientations in life, marital life, or his psychological and physical health as an integrated whole). (Veenhoven, 1996: 91(

**b. The emotional component:** This component refers to a set of positive emotions that achieve a general sense of joy and pleasure for the individual, in a manner in which the individual becomes satisfied with himself, fulfills his aspirations, meets his needs, loves life and is satisfied with it, so he feels comfortable, and has a moderate mood (Veenhoven, 1996: 135). It also indicates the abundance of positive emotions or the absence of negative influences, which is what I called a sense of being and a sense of satisfaction and achievement in life (Veenhoven, 1996: 136).

## Second. Existential Intelligence theory

The concept of intelligence is one of the psychological concepts that has stirred controversy between psychologists and educators, and indeed all those who use the results of previous studies in their various psychological and social specialties and public life: The reason for this is due to the dialogue that was philosophical, so scholars have always stated that intelligence is an imperceptible thing. And because it is characterized by the sensory dimension, it is self-evident that attempts to measure it are futile, but such gossip and statements if they indicate anything, then they indicate a correct misunderstanding of science, because the concept of intelligence is a scientific concept similar to any other scientific concept, it is like, radio pulses, electricity, And gravity, and the aether, all that is mentioned is imperceptible, in the sense that the scholars state, and so is the case with intelligence and it is clear from the above that intelligence can be measured and recognized, but there is no objection to that. (Zaghoul, 2001(

It is important to say that intelligence is one of the basic variables that are important and useful on different levels, as educators, psychologists and sociologists are interested in studying and researching them because of its impact on all the activities of individuals and their lives in general. (Abu Hatab, 1991: 13). It is well known that Gardner added the letter S in the English language to the word Intelligence to become (intelligences) and with this simple addition from a linguistic point of view and a large one in terms of the singular transformation, as it emerged from the well-known and traditional view of intelligence, which was previously bound by two principles : Unilateral human knowledge, the possibility of describing an individual that he possesses only one measurable intelligence. (Silver and Strong, 2006, 17).

In doing so, Gardner challenged the belief that many scholars have adopted in describing intelligence as one ability, and through one ability, the individual is either intelligent or stupid, and for this Gardner is considered the first psychologist to assume relatively independent human capabilities, and he is considered one of the first scholars in this aspect for violating the rules of the English language when he collected The term intelligence and called it (Intelligences) Intelligences. (Gardner, 1999: 43). Thus, Gardner's studies identified seven intelligences in 1983, namely, linguistic intelligence, mathematical intelligence - logical, visual - spatial intelligence, motor - physical intelligence, musical intelligence, social intelligence, personal intelligence, and then adding Kardner in 1997 to natural intelligence and in 1999 on existential intelligence (McCoog, 2010 : 126).

#### a.The concept of existential intelligence

The roots of the word existentialism are existentialism and existence. To exist means to live and therefore to think about your existence means to think about your life. Existential intelligence is one of Howard Gardner's nine multiple intelligences. It involves the ability of an individual to use group values and intuition to understand others and the world around them. Philosophers, theologians, and life coaches are among those that Howard Gardner believes are highly intelligent. Existential learning styles, or intelligence, refer to a person's ability to think internally when learning and interacting with others. The issue of existence has aroused human thought from time to time. Perhaps its beginnings began with the rise of Greek thought and its natural philosophy (Fendi, 1974-23). Likewise, with Sartre's call and the emergence of his existential philosophy, which called for access to the self-sufficiency and penetration into its depths, which is a call to man to find his lost self, which, as he described it, is an ethical view (Sartre, 1978: 44). Existentialism is the beliefs that affect the subjective and personal experiences of individuals. (Metha & Jordan, 2010: 424).

Existential intelligence is one of those abilities concerned with producing and creating meaning based on a deep understanding of questions of existence, awareness, and the ability to use different levels of feeling to solve problems. Existential intelligence is manifested through religious commitment and existential philosophical thinking as well as perseverance to achieve the meaning of life through

science and art, which contributes to building the spiritual and creative personality alike (Guld, 1985: 15). Among the concepts included in existential intelligence are relaxation, meditation, religion, belief, mysticism, and abstract thinking, and with this it can be said that existential intelligence is a set of skills that make an individual engage in questions about the existence of human beings on this earth, such as the meaning of life, the concept of death, the existence of man on this life, The main reason for existence. (Shrifi, 2003: 33).

#### **b. Adopted theory : Gardner's theory (1999)**

This theory focused on the study of the essence of the individual, while its focus was directly on personal experiences, by proposing the Authentic Type of Person: after him, conscious of the existential assumptions about the nature of man. A person like this would be able to choose or create a goal by investing in the freedom of will by changing the causal relationships and their results with full responsibility knowing that all these characteristics focus on existential intelligence and taking responsibility, and this type of intelligence has the ability to perceive problems after contemplating the basic ones such as life, death and eternity. (Gardner, 1977: 52) And Cardner points out that one of the most important cognitive activities and processes that humans faced were existential and spiritual issues (Gardner, 2000: 62). This type of intelligence focuses on the supra-sensory and basic issues of human existence, depending on it on mental questions and the subjective tendency of human beings to think and for deep contemplation to comprehend the answers to questions related to the universe and existence, which is one of the characteristics of existential intelligence. It embodies this type of ninth intelligence (Gardner, 1999: 61). Cardner added that the basis of the ability of existential intelligence revolves around its ability to locate a person in these existential features of human nature to perceive the value and meaning of life, through perception of the extremes of the sensory and psychological worlds and original experiences such as the love of another person and the absolute indulgence in my work ( Armstrong, 2000: 127). Cardner notes that he is not proposing a spiritual, religious or moral intelligence on the basis of certain facts that he is concerned with developing certain persons, groups or institutions, but rather that he suggests that any type of intelligence should take into account the established efforts of humanity in an attempt to answer the final questions of the universe and existence. (Abdul Razzaq, 2012:73).

#### **4.Methodology**

The researcher adopted the descriptive approach - for correlational studies, as it is one of the most appropriate approaches in studying the relational relationships between variables, as it is based on studying the phenomenon as it is in reality, and is concerned with describing it accurately, and expressing it quantitatively and qualitatively and defining the relationships between its elements, or between it and another phenomenon. (Melhem, 2000: 324). During this chapter, the researcher sought to present the research methodology and procedures, represented by describing the community and the research sample, and the steps followed in achieving the basic requirements that the researcher relied on in adopting the

existential intelligence scale, building the enjoyment of life scale, extracting the psychometric characteristics appropriate for the two scales of truthfulness and consistency, and identifying the means. The appropriate statistic used in data analysis.

#### 4.1. The population of the study

The research community means the total group with the total elements that the researcher seeks to study and generalize the results on it related to the problem (Odeh and Malakawi, 1992: 159), and in light of this, the research community is determined by students of Qadisiyah University for morning study in all its scientific and humanitarian specializations, for the academic year (2020 - 2021), and their number (17063) male and female students, as the number of students in the scientific specialization reached (8661) male and female students, while the number of students of the human specialty reached (8395) male and female students, by (7770) male and female students, and (9293) female students, and Table 2 ) Shows the total research population, broken down by specialty and gender.

**Table (2) \*The research community is distributed according to faculties, specialization and gender.**

Humanities Faculties					Science Faculties				
N O	The college	Male s	Female s	Sum	N O	The College	Male s	Female s	Sum
1	Education	2219	2937	5156	1	Medicine	405	731	1136
2	Litrature	509	422	931	2	Veterinary Medicine	170	193	363
3	Education for girl	_	501	501	3	Nursing	76	291	347
4	Fine arts	196	292	488	4	The Pharmacy	183	414	597
5	Law	620	395	1015	5	Dentistry	183	369	552
6	Archaeolog y	174	130	304	6	Engineering	370	419	789
					7	Sciences	333	405	738
					8	Computer Sciences	422	435	857
					9	Biotechnology	108	218	326
					10	Farming	263	372	635
					11	Physical Education	635	164	799
					12	Administratio n and Economics	904	605	1509
	Sum	3718	4677	8395		Sum	4052	4616	8668

17063	Total sum
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**\*The numbers of college students and for the academic year (2020-2021) were obtained under a mission facilitation letter to the Statistics and Planning Division at the Presidency of Al-Qadisiyah University.**

### 3.2. The sample of the study

After determining the research community, the researcher proceeded to withdraw his research sample, according to methodological and scientific methods that can adequately represent the community. In order for the sample to be representative of its community, the researcher deliberately selected his sample using a random stratified, proportional method, the size of which is (400) male and female students, as it was drawn randomly from (4) colleges. By two faculties of scientific specialization, two faculties of humanitarian specialization, and table (3) showing the details of the basic research sample.

**Table (3) The basic research sample is distributed according to faculties, specialization, grade, and gender.**

Humanitarian Specialization			Scientific Specialization		
The College	Sex		The College	The second	The fourth
	A	B		A	B
Law	51	43	Sciences	44	54
Literature	63	40	Engineering	49	56
Sum	114	83	Sum	93	110
Sum	197		Sum	203	
Total Sum	400				

### 3.3. The Instruments of the study

In order to achieve the objectives of the current research, it is necessary to adopt two tools, one of which is to learn about enjoyment of life and the other is for the existential intelligence of university students. This prompted the researcher to review the literature and previous studies related to the research variables, and the researcher looked at the available scale in this regard, and given his inability to obtain two appropriate measures to measure enjoyment of life and existential intelligence, so the researcher built two scales that are compatible with the objectives and requirements of the current research, and it can be Review the construction details procedures as follows:

- a. Enjoying life scale

After it was not possible to obtain a measure of enjoyment of life in proportion to the research community and its objectives, which prompted the researcher to build a tool to measure enjoyment of life according to the scientific procedures used in building standards.

### **-The justifications for building the scale**

The scale was built by the researcher for several reasons, including:

- It fits with the Iraqi environment, as the current scale is the first measure built for the Iraqi environment in this field and on this particular age group.
- The lack of standards suitable for this age group of the sample, as most of the previous studies were applied to younger age groups and in different cultures.

### **-Built of Scale of Enjoying life**

After examining the researcher of the available Iraqi, Arab and foreign psychological standards, he - to the extent of his knowledge and investigation - did not find a measure of enjoying life that would fit the Iraqi or Arab environment, and that is consistent with the nature of the research sample and achieves its objectives. Therefore, it was necessary for him to build a measure of enjoyment of life among the research community (students of Al-Qadisiyah University.)

In order to start building the scale of enjoyment of life, it is necessary to define some of the theoretical constructive foundations that will be the guide to the steps of building the scale, as (Cronbach) stresses the necessity of defining the constructive concepts from which the researcher proceeds in the construction procedures of psychological scales (Cronbach, 1970: 469.)

Determining the theoretical principles or basic considerations for the procedures for building the scale helps in identifying and selecting the appropriate procedures for building the scale (Al-Jawary, 1998: 26). The theoretical principles adopted by the researcher in building the scale can be determined, namely:

1. Adopting the theoretical definition of the concept of enjoying life as a basis in defining its behavioral components.
2. Appropriateness of the scale to the determinants of the local Iraqi environment (through an open questionnaire for the research community.)
3. Completing the building of the scale in light of the privacy of the local community, as the researcher did not find a previous local scale, which had been built according to that specificity.

-In light of these theoretical principles, the researcher adopted the following steps to build the scale:

#### **1. Defining the theoretical concept of enjoying life:**

After reviewing the literature and theoretical frameworks that dealt with the concept of enjoying life, the researcher determined a theoretical definition, by adopting a theory by the scientist Veenhoven (1996), who defined it as "the individual's love for the life he lives to the degree in which he positively judges the quality of the present life, his enjoyment of it, and his self-esteem of it." And his happiness with his personal experiences, wholly, emotionally and cognitively (Veenhoven, 1996: 112.)

Based on the behavioral range of enjoying life, the scale consists of two areas:

**a. The cognitive domain:** which is defined as "the individual's awareness of satisfaction with the vocabulary of his life, his conscious belief in achieving his goals and desires, and his ability to distinguish between enjoyable and non-enjoyable experiences, and to invest this in compatibility with the environment".

**b. The emotional field:** which is defined as "the individual's sense of the pleasure of his personal experiences, his sympathy with others, and his admiration for the life he lives, which makes him feel happy and positive conscience".

## (2) Preparing and drafting the scale paragraphs:

After the two researchers determined the theoretical definition or the behavioral range of enjoying life, they proceeded to formulate the scale paragraphs based on some sources, including:

a- Review the theoretical literature and previous studies of the scale related to the topic of enjoying life.

b- Relying on the theoretical framework of the theory of the scientist Veenhoven (1996), on which the researcher relied on his methodology in constructing the scale, in formulating some paragraphs.

c- Consulting professors and specialists in the field of psychology, educational and psychological sciences.

In light of these sources, the researcher has put (44) paragraphs in the manner of declarative expressions, for each field (22) paragraphs, in which the conditions for drafting paragraphs are taken into account that they are clear and short, and that they do not carry more than one interpretation or measure more than one goal, as it was taken into account that they carry Some paragraphs have the idea that they measure against the scale, and others measure against the scale *ات فكرة*.

## (3) Method of scale correction and identification of alternatives:

Giving the score to the responses provided by the subjects on each paragraph of the scale, in light of the alternatives specified for them is called correcting the scale, and the researcher has relied on determining his alternatives on Likert's method with the five-graded alternatives (applies to always, applies to often, applies to me) Sometimes, it applies to me rarely, it does not apply to me) and weights are given to



it (5, 4, 3, 2, 1) respectively for the paragraphs that move towards the scale, and vice versa for the paragraphs that go against the scale.

#### (4)Polling the opinions of arbitrators:

To know that the scale includes paragraphs that seem to be related to the variable being measured, and that the content of the scale is consistent with the purpose, as well as to know the validity of the paragraphs of its substitutes and to know the extent of its suitability for the research sample. It is presented to a group of specialized arbitrators to determine its validity in measuring what it has been measured (Al-Imam and others, 1990: 130.)

To find out the validity of the paragraphs to measure what they were set for, the paragraphs of the scale were presented to (14) arbitrators from specialists in psychology, educational and psychological sciences, Appendix (3), to express their views on the validity of the paragraphs, the scale instructions and how to correct it, and the alternatives to the paragraphs and their weights, or delete or Adding other paragraphs, or any proposed amendment, to make the scale suitable for the current research sample.

In light of the opinions of the referees and their remarks, the wording of some of the paragraphs was modified, then all opinions were subjected to statistical analysis using the percentage, through which it became clear that all the paragraphs were considered valid except for paragraph (11) of the first field, paragraph (9) of the second field and table (9). 4) Explain it.

**Table (4)The percentage of the judgments 'opinions to demonstrate the validity of the paragraphs of the enjoyment of life scale.**

The Field	Paragraph Numbers	The Opinions Of The Arbitrators		Square Flute	Percentage	Indication Level
		Accepters	Non_Accepters			
The First Area	1,2,3,4,5,6,7,8,9,10,12,15,,16,21	14	-	14	100%	Function
	13,14,20,22	13	1	285.10	93%	Function
	11	9	5	1,14	64%	Function
	1,2,3,4,5,6,7,8,10,12,13,15,16,21	14	-	14	100%	Function
	11,14,17,18,19,20,21	12	2	7,142	86%	Function

	9	10	4	2,57	71%	Function
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### **(5)Preparing scale instructions:**

The scale instructions are the guide that guides the sample members how to answer the scale paragraphs. From this standpoint, the researchers were keen to set clear instructions consistent with the implementation plan of the scale, as it included urging the sample members to answer all paragraphs of the scale honestly, as well as alerting them to the absence of a correct or wrong answer, as far as expressing your opinion in the service of scientific research purposes. No one except the researcher will see their results, in order to provide reassurance that the answer is confidential, so there is no need to mention the name. Emphasis was placed on filling in the primary data: gender and specialization, with an illustrative example of how to answer the paragraphs.

In order to know the clarity of the paragraphs and the scale instructions and the time spent, the tool was applied to a random sample of the research community of (30) male and female students, equally as in Table (5). It was found that the paragraphs of the scale and their instructions are clear to the sample members, and the average time taken to answer the scale was (15) minutes.

### **(6) Statistical analysis of scale paragraphs:**

Statistical analysis of the paragraph indicates the extent to which the paragraph content represents the phenomenon for which it was prepared to measure; This is why statistical analysis represents one of the most important steps necessary in preparing measures, as the analysis of the logical truthfulness of the paragraphs can be misleading because it is affected by the self-opinions of the arbitrators, in addition to that it depends on matching the outward appearance of the paragraph in measuring what it was prepared to measure (Faraj, 1980: 331- 332.)

In order to reveal the relationship between what the paragraph measures and the responses of individuals to it. In order to determine the ambiguous or confusing paragraphs, the researcher applied the search tool to the sample of statistical analysis, amounting to (400) male and female students, and it was chosen by a random method with a proportional method. After correcting the scale, the following characteristics were extracted:

#### **-Discriminatory power**

The discriminatory power of the paragraph is an indicator of the difference between the individuals of the sample who possess the characteristic or those who have high scores and individuals who do not possess the characteristic or those who have low scores in the trait, and is represented by the ability of the paragraph to distinguish

between those with higher levels and lower levels of respondents in relation to the attribute that it measures (the Imam and others Hence, there appears to be an imperative to keep the paragraphs with acceptable discriminatory force in the final image of the test and to exclude or modify the unmarked paragraphs and try them again. The researcher has adopted the tabular value (1.96) at a level of significance (0.05). In keeping the paragraphs that get the coefficient of discrimination or more.

#### **A- The discriminatory power of paragraphs in the style of the two peripheral groups:**

With the aim of preserving the distinct paragraphs and excluding the non-distinctive, the discriminatory strength of the paragraphs was calculated by the method of the two terminal groups. The sample responses to the paragraphs were analyzed according to this method by adopting the following steps:

- 1 .Correcting and collecting responses to find the total score for each questionnaire.
- 2 .Arranging the total grades obtained by the respondent for each question in descending order.
- 3 .A percentage (27%) of the answers that represent the highest grades was determined, and (27%) of the answers that represent the lower grades were determined to represent the two peripheral groups, and because the sample of statistical analysis consisted of ( ) male and female students, and this was the number of the questionnaires of the members of the higher group. (108) questionnaires whose scores ranged between (181 - 125) degrees, and for the lower group forms, they were (108) questionnaires as well, their scores ranged between (110-77) degrees, and these scores were distributed in a manner close to the normal distribution, as shown in Figure ( 2.(
- 4 .After the researcher had two extreme groups, the upper and the lower, he resorted to applying the T-test for two independent samples, to test the significance of the differences between them on each paragraph in the scale, and by adopting the calculated T value as an indicator to distinguish each paragraph by comparing it with the tabular value (1, 96) at the level of significance (0.05), and with a degree of freedom (214), it appeared that all the scale paragraphs amounting to (42) are distinct, and Table (5) illustrates this.

**Table (5)The discriminatory power of the two peripheral groups enjoy life scale paragraphs.**

NO	The Top Group		Lqwer Grop		Calculated Values t	Indication Level
	SAM	Standard Deviation	SAM	Standard Deviation		
1	3.824074	1.244267	2.889908	1.335689	5.186395	function
2	3.787037	1.144274	2.908257	1.37801	4.960382	function
3		1.370301	2.715596	1.434313	2.252129	function

	3.194444					
4	3.472222	1.314608	2.899083	1.38072	2.912347	function
5	3.518519	1.211174	2.669725	1.194548	5.051481	function
6	3.481481	1.335927	2.834862	1.315955	3.396462	function
7	3.685185	1.149141	2.926606	1.37912	4.233827	Function
8	3.314815	1.204727	2.669625	1.421104	3.410492	function
9	3.537037	1.335538	2.889908	1.321751	3.391793	function
10	3.675926	1.229153	2.669725	1.319758	5.676066	function
11	3.490741	1.314871	2.761468	1.24647	4.020776	function
12	3.157407	1.395333	2.568807	1.335879	2.957893	Function
13	3.564815	1.28451	2.715596	1.388389	4.517565	function
14	3.601852	1.229997	2.614679	1.407047	5.360467	function
15	3.675926	1.244267	2.743119	1.423374	4.990621	function
16	3.333333	1.339549	2.66055	1.355511	3.485435	function
17	3.101852	1.413816	2.633028	1.418532	2.169617	Function
18	3.768519	1.124132	2.669725	1.312723	6.497367	function
19	3.527778	1.335765	2.733945	1.323871	4.230738	function
20	3.638889	1.226334	2.568807	1.264669	6.200295	function
21	3.592593	1.318715	2.697248	1.272971	4.940369	function
22	3.62037	1.32353	2.623853	1.282279	5.495626	function

23	3.018519	1.433781	2.541284	1.377949	2.236753	function
24	3.75	1.103309	2.798165	1.392971	5.437993	function
25	3.287037	1.447208	2.816514	1.361951	2.200409	function
26	3.564815	1.277213	2.53211	1.273438	5.832322	function
27	3.268519	1.384875	2.587156	1.341717	3.4894	Function
28	3.518519	1.300478	2.568807	1.335879	5.162077	function
29	3.527778	1.390612	2.724771	1.332441	4.175751	function
30	3.555556	1.240541	2.779817	1.356451	4.228772	function
31	3.231481	1.31566	2.642202	1.343868	3.052198	function
32	3.314815	1.378392	2.834862	1.350677	2.334983	Function
33	3.481481	1.293271	2.779817	1.40342	3.643425	function
34	3.166667	1.462938	2.651376	1.322008	2.47733	function
35	3.675926	1.366	2.880734	1.48277	3.932336	function
36	3.805556	1.285856	3.119266	1.501387	3.420593	function
37	3.305556	1.390612	2.825688	1.502122	2.173003	function
38	3.611111	1.406483	2.908257	1.417753	3.473678	function
39	3.462963	1.417025	2.908257	1.40463	2.66267	function
40	3.666667	1.387528	2.862385	1.322651	4.203938	function
41	3.722222	1.303004	2.990826	1.443346	3.734854	function
42	3.62037	1.495898	3.036697	1.380597	2.759818	function

### B. Internal consistency

The statistical significance is characterized by internal consistency in knowing whether each paragraph of the scale follows the same path as the scale, meaning that each paragraph must be consistent with the other paragraphs in achieving the general

goal that it was chosen to achieve (Al-Zamili and others, 2009: 249) and to achieve The researcher used three methods to verify this, represented by finding the correlation between:

### 1 -The method of the relationship of the paragraph score to the total scale score:

To see if the paragraphs are heading in the same direction as the scale. (Stanely & Hopkins, 1972: 111) The relationship of the score of each paragraph to the total score of the Aggressive Behavior Scale was calculated using the Pearson Correlation Coefficient, and by using the same data for the sample statistical analysis shown in Table (3), it became clear that all the paragraphs are statistically significant, when comparing the calculated value The correlation coefficient with the critical tabular value at the level of significance (0.05) and the degree of freedom (398) of (0.124), and Table (6) illustrates this.

**Table (6)Correlation coefficients of the paragraph score with the overall score of the enjoyment of life scale.**

NO	The relationship of the paragraph score to the overall score of the scale	Indication Level (0.05)	NO	The relationship of the paragraph score to the overall score of the scale	Indication Level (0.05)
1	0.331544	function	22	0.155438	function
2	0.267047	function	23	0.189679	function
3	0.322355	function	24	0.222577	function
4	0.310702	function	25	0.190704	function
5	0.31725	function	26	0.352057	function
6	0.254943	function	27	0.310061	function
7	0.289425	function	28	0.187893	Function
8	0.216145	function	29	0.291757	function
9	0.310061	function	30	0.292275	function
10	0.187893	Function	31	0.236774	function
11	0.291757	function	32	0.225062	function
12	0.292275	function	33	0.338623	Function
13	0.236774	function	34	0.190508	function
14	0.225062	function	35	0.158778	function
15	0.141428	Function	36	0.198957	function
16	0.190508	function	37	0.184001	function
17	0.166627	function	38	0.248211	Function
18	0.198957	function	39	0.219938	function
19	0.184001	function	40	0.261125	function

20	0.24681	function	41	0.189679	function
21	0.19938	function	42	0.243177	function

## 2.The method of correlating the score of the paragraph with the degree of the field to which it belongs:

This method seeks to find the correlation between the degree of each paragraph and the total degree of the field to which it belongs, and by using the Pearson Correlation coefficient, it became clear that the values of the correlation coefficient computed for each domain are statistically significant at a level of significance (0.05) and a degree of freedom (398), reaching The tabular value of the correlation coefficient (0.098), and thus all paragraphs are accepted, according to Table (7) that shows that.

**Table (7)Correlation coefficients between the paragraph score and the overall score for the field to which it belongs for the Enjoyment of Life scale**

Domains	Cognitive			Compassionate				Indication Level
NO	Correlation Coefficient	NO	Correlation Coefficient	NO	Correlation Coefficient	NO	Correlation Coefficient	0.05
1	0.32010	12	0.30021	1	0.21102	12	0.5700	function
2	0.4189	13	0.41021	2	0.34001	13	0.278800	function
3	0.29071	14	0.2336	3	0.4511	14	0.26005	function
4	0.43211	15	0.19229	4	0.43110	15	0.50018	function
5	0.52000	16	0.6001	5	0.30001	16	0.33088	function
6	0.31222	17	0.21051	6	0.55505	17	0.49005	function
7	0.41110	18	0.3210	7	0.24510	18	0.37880	function
8	0.42333	19	0.45001	8	0.23100	19		function

							0.1988	
9	0.26601	20	0.32220	9	0.22209	20	0.29099	function
10	0.3330120	21	0.5001	10	0.3987	21	0.45535	function
11	0.54001			11	0.35601			Function

### 3.The method of correlating the field degree with the total scale score:

To find the correlation between the scores of the research sample for statistical analysis on each field and the total score for each scale separately, the researcher used the Pearson correlation coefficient, and it was found that the correlation coefficients calculated for each domain with the total score of its scale are statistically significant when compared to the table value (0.098) at the level of significance (0.05) and the degree of freedom (398), as shown in Table (8).

**Table (8) Correlation coefficients between field score and overall enjoyment of life scale**

The Scale	Domains	Correlation Coefficient	Indication
Enjoying Life	Cognitive	0.3219	Function
	Compassionate	0.4512	Function

### 5. Psychometric properties of the scale.

Measurement and evaluation books indicate that the standards must have some basic psychometric characteristics, in order to increase their accuracy, and for the tools to be appropriate and effective in measuring the psychological phenomenon and give us a quantitative description of that phenomenon, the most important of which is honesty and consistency, and accordingly the researcher verified the validity and reliability of the scale as follows:

#### First: Validity

Truthfulness means the ability of measuring instruments to measure the characteristic that they are designed to measure. The standards are valid if there is sufficient evidence that they actually measure the factor that designed the scale to measure (Al-Imam and others, 1990: 124). To achieve this, he used two types of truthfulness, namely:



### **1 -Face Validity.**

This type of honesty represents the external image of the scale in terms of the type of vocabulary, how it is formulated, and its clarity. And the degree of objectivity that he enjoys, and is achieved through presenting it to a group of specialized referees (Obaidat and Abdel-Rahman, 1998: 200.)

Based on the foregoing, the scale was presented in its initial form to a group of arbitrators specialized in psychology, educational and psychological sciences, to assess their validity and suitability for the scale's paragraphs, instructions and alternatives, as mentioned in the procedures for building the scale.

### **2 -Construct Validity Indicators.**

This type of truthfulness is represented as the most representative of the concept of truthfulness, for this is known as the sincerity of the concept or the validity of the hypothetical formation, and it is based on the analysis of the degrees of the scale based on the psychological structure of the characteristic to be measured (Rabi`, 1994: 98). There is more than one indicator that proves the existence of honesty in constructing the scale, which the researcher has previously verified.

Where the researchers investigated the extent of the ability of the paragraphs to distinguish between individuals who possess a trait, and those who do not possess it in the method of the two peripheral groups, by finding differentiation coefficients for the scale paragraphs, and this is an indication of the validity of the construction, and verification by the method of internal homogeneity by finding the correlation between the degree of each A paragraph of the scale in the total degree to know the extent of the paragraphs' ability to distinguish between individuals, as shown in Table (4), and the internal consistency to find the relationship between the score of each paragraph and the total score of the scale Table (5), as well as finding the correlational relationship between the score of the paragraph and the field to which it belongs Table (6) mechanism, as well as the degree of correlation of the field with the degree Table (7.)

### **Second: Reliability indicators.**

Stability is one of the basic psychometric properties of psychological measures, and the stability of the scale has been defined as the extent to which the scale is free from irregular errors that mar the measurement, i.e. the extent to which the scale measures the true amount of the characteristic that it aims to measure (Allam, 2000: 131.)

#### **1 .Test-Retest.**

The reliability coefficient according to this method is represented by the stability factor, as in this method depends on the stability of the responses of the subjects on the scale over a period of time, by re-applying the test to the same sample, and under the same conditions in which the test was previously performed. Then the correlation coefficient between the two applications is calculated (Al-Zamili et al. 2009: 257).

On this basis, the researcher applied the scale electronically to a sample of (40) male and female students from the university, chosen randomly.

After the lapse of (15) days from the first application as an appropriate period of time, the measures were re-applied again on the same individuals, and after correcting the two applications, all members of the group obtained two scores, so that the researcher could extract the stability coefficient, and by using the Pearson Correlation Coefficient it became clear. The correlation coefficient between the two applications of the Total Enjoyment of Life scale (0.820393) and Table (9) shows the degree of stability, the arithmetic averages and the standard deviation for each application.

**Table (9)The degree of correlation coefficient Pearson for persistence by re-test method**

The Test	Arithmetic Mean	Standard Deviation	Correlation coefficient* simplex Replay
the first Application	35.75	16.59433	0.820393
The Second Application	131.9	14.89243	

## 2 .The Alpha Cronbach equation.

Consistency in this way indicates the consistency of an individual's performance from one paragraph to another, and depends on the standard deviation of the scale and the standard deviation of the individual paragraphs; This is done by dividing the scale into as many parts as possible. Then the average stability factor is calculated. The coefficient of stability extracted in this way is called the coefficient of homogeneity (Thorndike and Heigen, 1989: 80), and to find stability in this way, the researcher deliberately pulled (200) forms randomly from the responses of individuals on the sample of statistical analysis, and after using the Alpha Cronbach equation, it became clear that the reliability coefficient for the measure of pleasure By Life (0.866212), this means that the reliability index using the internal consistency method of the scale is good. According to what Isawi sees, when he indicated that the correlation coefficient between the first and second application was (0.70) or more, this is a good indicator of the stability of the test (Issawi, 1985: 58.)

## 3 .Statistical indicators.

That the statistical indicators that should be characterized by the scale are to identify the nature of the equilibrium distribution, which can be inferred through a set of statistical indicators, the most important of which is the arithmetic average, which represents the sum of the values of the scores divided by their number and the standard deviation, which expresses the amount of the deviation of the degrees from

the arithmetic mean And as the degree of deviation approaches zero, the evidence of a convergence between the values of the degrees of the distribution (Al-Bayati and Athanasius, 1977: 167). Other indicators are both torsion and kurtosis, the first indicating the degree of concentration of occurrences at the different values of the distribution, and the second indicating the extent of concentration of the occurrences in a region of the moderate distribution (Odeh and Al-Khalili, 1988: 81), which prompted the researcher to calculate the statistical indicators of the scale of enjoyment of life, As shown in Table (10), it requires relying on the results of the application to find the graph of the distribution of the scale degrees, as shown in Figure (1).

**Table (10) Statistical indicators of the scale of enjoyment of life.**

Statistical Means	Value
SMA	131.35
Mediator	137
Vein	104
Standard Dviation	13.495
Skewness	0.012
Kurtosis	1.761
Less Value	77
Highest Value	181

#### **4 .Description of the scale.**

The finalized enjoyment of life measure consists of (42) paragraphs, all of which were formulated in the style of declarative statements, and in front of each paragraph five graded alternatives are placed for the answer (they always apply to me - they apply to me often - they apply to me sometimes - do not apply to me). 5, 4, 3, 2, 1) for the paragraphs that go towards the scale and are given (1, 2, 3, 4, 5) for the paragraphs that go against the direction of the scale, thus achieving the highest possible overall score for the scale (210), and the lowest score (42) Thus, the default average for the scale is (126) degrees, and Appendix (1) includes the scale in its final form.

#### **B. Existential IntelligenceScale:**

##### **1 .Determine the behavioral scale of the existential intelligence scale.**

The researchers took into consideration all the theoretical frameworks that defined existential intelligence, but the researcher and his supervisor agreed to adopt the definition of Gardner (2000), which he defined as (the ability to contemplate basic problems such as life, death and eternity, which is the ability of the individual to stand and meditate, and to ask questions about life. , And questions related to death, final life, immortality, nothingness, and limitations, and the ability of the individual to

distinguish and recognize the meaning of life and existence through the holistic theory of beings and interaction with them (Gardner, 2000: 122)). The scale consists of one dimension.

## 2 .Drafting and correcting the scale paragraphs

After the researcher examined the criteria related to existential intelligence and literary frameworks, he was able to formulate (25) paragraphs, and in front of each paragraph there are five alternatives that are (they apply to me always, apply to me a lot, apply to me sometimes, they rarely apply to me, never apply to me) with weights (5, 4, 3, 2, and 1) respectively for paragraphs running against the scale and (1, 2, 3, 4, and 5) for paragraphs running against the scale.

## 3.Validity of paragraphs:

To find out the validity of the paragraphs to measure what they were set for, the scale was presented to (14) arbitrators from professors specialized in psychology, educational and psychological sciences, to express their views on the validity of the paragraphs, the scale instructions and the method of correcting it, the alternatives to the paragraphs and their weights, or delete or add other paragraphs, Or any proposed amendment to make the scale suitable for a sample. After analyzing their opinions using the percentage, it became clear that all the paragraphs of the existential intelligence scale are acceptable with some modifications and agreement of all the arbitrators, and a table (11) shows the acceptability of each paragraph of the scale.

**Table (11) The opinions of the arbitrators on the validity of the paragraphs of the existential intelligence scale.**

NO	The Opinion of the arbitrators		Percentage	Indication level
	The accepters	Non conformists		
1,2,5,6,8,9,10,12,18,19,20,21,25	14	14	14	function
3,7,11,13,14,22,23	14	13	10.285	function
4,15,16,17,24	14	12	7.1428	Function

## 4.Statistical analysis of paragraphs:

And to reveal whether the paragraphs are able to distinguish between individuals or not, which required the application of the scale to a sample of the research community, which amounted to (400) male and female students from the University of Qadisiyah, which is the same sample to which the first measure was applied, as shown in the table (3). The scale paragraphs were analyzed according to the

methods used in calculating the discriminatory strength and internal consistency, as follows:

### a. discriminatory power

Accordingly, the discriminatory power of each scale was calculated according to the two terminal samples method, as the scores of each respondent were collected on the paragraphs of each scale to obtain the total score for each individual questionnaire, after which the following scientific steps were adopted:

1 .The scores obtained from the sample are arranged in descending order from highest to lowest.

2 .Withdrawal of 27% of the answers that represent the highest grades of (108) male and female students, and that the highest and lowest grade in the upper group ranged between (113-75); And 27% of the answers representing the lowest grades were withdrawn (108) male and female students as well, and that the highest and lowest grade in the lowest group ranged between (74-38). To represent the two peripheral groups of the discrimination sample size of (400) male and female students, and this ratio can be adopted, in presenting two groups with the largest possible size and maximum variance.

3 .After that, the strength of discrimination for each paragraph of the scale was calculated by applying a (t-test) test for two independent samples, for each paragraph separately.

After taking the above steps, it became clear that all of the (25) paragraphs of the scale were statistically significant at a level of significance (0.05) and a degree of freedom (214), as all of them were higher than the tabular value (1,960), and Table (12) illustrates that.

**Table (12)The discriminatory power of the paragraphs of the existential intelligence scale by the two terminal sample method.**

NO	The Top Group		Lqwer Grop		Calculated Values t	Indication Level
	SAM	Standard Deviation	SAM	Standard Deviation		
1	3.203704	1.514782	2.724771	1.445757	2.108856	function
2	4.074074	1.220569	2.899083	1.35363	6.591765	function
3	3.87963	1.157806	2.770642	1.309743	6.483193	function
4	3.185185	1.447835	2.623853	1.483171	2.582429	function
5	3.953704	1.240924	2.981651	1.533464	4.98287	function
6	3.898148	1.229997	2.788991	1.347655	6.204205	function

7	3.657407	1.208707	2.779817	1.423076	4.741298	function
8	4.12037	1.181774	2.541284	1.371213	8.982192	function
9	4	1.184006	2.642202	1.481509	7.34013	function
10	3.277778	1.413112	2.816514	1.454018	2.094465	function
11	4.194444	0.961486	2.513761	1.424746	10.08099	Function
12	3.722222	1.281306	2.834862	1.51238	4.502615	function
13	4.157407	1.095121	2.642202	1.384591	8.833638	function
14	4.157407	1.169408	2.477064	1.404993	9.472634	function
15	4.194444	1.097647	2.688073	1.47634	8.418634	function
16	3.703704	1.29888	2.715596	1.414814	5.215176	function
17	4.074074	1.001902	2.504587	1.351432	9.613561	function
18	4.092593	1.046016	2.623853	1.379674	8.727998	function
19	4.027778	1.16377	2.779817	1.376777	7.091959	function
20	3.972222	1.036334	2.605505	1.427367	7.956785	function
21	3.425926	1.395612	2.880734	1.444817	2.588815	function
22	3.324074	1.465036	2.798165	1.406202	2.450565	Function
23	3.888889	1.270318	2.770642	1.358328	6.134667	function
24	3.657407	1.216415	2.623853	1.483171	5.472026	function
25	3.509259	1.356847	2.981651	1.52134	2.447744	Function

**B. Internal consistency method (by the method of the paragraph score relationship with the overall score of the scale:(**

To see if the paragraphs are heading in the same direction as the scale. (Stanely & Hopkins, 1972: 111) The relationship of the score of each paragraph to the total score of the existential intelligence scale was calculated using the Pearson correlation coefficient, and by using the same data for the sample statistical analysis shown in Table (3), it became clear that all the paragraphs are statistically significant, when comparing the computed value The correlation coefficient with the critical tabular value at the level of significance (0.05) and the degree of freedom (398) of (0.124), and Table (13) illustrates this.

**Table (13) The values of the correlation coefficients between paragraph score and the overall score of an ontological intelligence scale.**

NO	Correlation coefficient	Indication	NO	Correlation coefficient	Indication
1	0.209567	function	16	0.306916	Function
2	0.361876	function	17	0.468901	function

3	0.326378	function	18	0.404879	Function
4	0.243912	function	19	0.390745	Function
5	0.29074	function	20	0.369027	Function
6	0.318559	function	21	0.266082	Function
7	0.266523	function	22	0.202992	Function
8	0.462557	function	23	0.352951	Function
9	0.41107	function	24	0.303952	function
10	0.244813		25	0.217379	
11	0.488876	function			
12	0.271448	Function			
13	0.439618	Function			
14	0.46947	Function			
15	0.434753	Function			

### **Psychometric properties of the scale:**

The two researchers investigated the psychometric properties of the existential intelligence scale, through the following two indicators:

#### **First: Validity Indexes:**

In order for the two researchers to ensure that the existential intelligence scale can be used in his current research, it was necessary to conduct an in-depth review of the procedures he followed in building the scale in order to verify the indications of its validity, and the researchers verified this through two types of honesty:

#### **1 -Face Validity:**

After determining the theoretical perspectives, the scale was presented to a group of arbitrators specializing in the field of psychology, educational and psychological sciences, to express their views on the validity of the paragraphs and their suitability for the research community, and to determine the suitability of the alternatives to the paragraphs and their weights, or delete or add other paragraphs or any proposed amendment, including Makes the scale fit for the research sample.

#### **2 -Construct Validity Indicators:**

This type of honesty is provided by subjecting the sample data of the statistical analysis of the paragraphs to calculate the discriminatory strength of them, and that was according to the two peripheral groups and the calculation of internal consistency in the method of the relationship of the paragraph to the total degree of the scale, as shown in Table (12) and (13).(

## Second: Indexes Reliability:

Consistency is one of the psychometric properties necessary to be available in building educational and psychological standards, because of its indications or indicators in knowing the consistency of the scale results, as there are several methods that enable the researcher to access these indicators, and to calculate the reliability index coefficient for the existential intelligence scale, the researcher used two methods:

### 1 -Exam - Retest:

To calculate the stability in this way, the scale was applied to a sample of (40) students from Al-Qadisiyah University, College of Education, and after (15) days had passed from the application of the first test, the test was re-applied again on the same sample. The subjects of the sample were on two degrees. The correlation coefficient between the students' grades in the two applications was calculated, using the Person Correlation Coefficient to identify the nature of the relationship between the first and second application, which showed that the reliability coefficient is (0.816556), and this value is a good indicator of the stability of the students' responses. Table (14) illustrates this.

**Table (14) The degree of correlation coefficient Pearson for persistence by way of retesting the existential intelligence scale**

The Test	Arithmetic Mean	Standard Deviation	Correlation coefficient* simplex Replay
the first Application	81.65	14.33044	0.816556
The Second Application	79.15	11.86797	

### Alpha Cronbach Labs:

The Alpha Cronbach coefficient is one of the methods used to obtain the internal consistency of the stability factor, and to find stability in this way, the two researchers pulled (200) forms randomly from the responses of individuals on the statistical analysis sample, and after correcting the scale it became clear that the estimated value of the stability factor was (0.846763) degree, which is a coefficient Good fastness.

### Statistical indicators.

The psychometric literature indicated that the statistical indicators that should be characteristic of the scale are to recognize the nature of the equilibrium distribution, and it can be identified through a set of indicators, as shown in Table (15) and requires reliance on the application results to find the graphic shape of the distribution of the scale degrees.



**Table (15 )Statistical indicators of the existential intelligence scale.**

Statistical Means	Value
SMA	81.45
Mediator	75
Vein	75
Standard Dviation	11.7357
Skewness	0.2979-
Kurtosis	1.427
Less Value	38
Highest Value	113

**-Describe the scale of existential intelligence in its final form.**

After following the steps used in the existential intelligence scale, it became clear that the scale in its final form consists of (25) paragraphs, all of which were formulated in the manner of declarative statements, and placed in front of each paragraph five graded alternatives to the answer that apply to me always, apply to me a lot, apply to me sometimes, apply to me rarely It never applies to me (with weights of (5, 4, 3, 2, and 1) respectively for the paragraphs moving towards the scale and (1, 2, 3, 4, and 5) for the paragraphs that go against the scale direction, thus being the highest possible overall score The scale has (125) and the lowest score is (25), and in this way the hypothetical mean of the scale is (75) degrees and the appendix () includes the scale in its final form.

**-The ultimate application of the two search tools.**

After building the enjoyment of life scale for research, building the enjoyment of life tool, and confirming the psychometric characteristics of them, and with the aim of achieving the objectives of the current research, the researcher applied the two tools in their final form together on the basic research sample referred to in Table (4), which

is 400 male and female students from Students of Al-Qadisiyah University, according to the procedures, for the period between (25 / 7-10 / 8-2020.)

### **-Statistical means.**

The two researchers relied on several statistical methods to analyze the research sample data, using the Statistical Package For Social Science, and the statistical methods are:

- 1 .Percentage: To extract the agreement of the arbitrators' opinions for the two measures.
- 2 .The T-Test for two independent samples: To extract the differential strength of the two scales by finding the significance of the differences between the upper and lower groups.
- 3 .Pearson Correlation Coefficient: To find the correlation coefficients of paragraph scores with the total degree, as well as to know the relationship of the paragraph degree to the degree of the field to which it belongs, and the degree of the field to the total degree as well as in extracting the coefficient of stability by retesting and the relationship between the two variables.
- 4 .The Alpha Cronbach Formula: To extract the stability of the two scales.
- 5 .T. test for one sample and one: to test the difference between the arithmetic mean of the sample scores on the two research scales and the hypothetical mean of them.
- 6 .The Z-test (-TestZ) to find out the significance of the differences in the correlational relationship between the moral disengagement and the aggressive behavior according to the gender variable.

Presentation, interpretation and discussion of results.

The first goal: Learn about the enjoyment of life among university students.

In achieving this goal, the two researchers depended on the calculation of the arithmetic mean, the standard deviation, and the hypothetical mean, for the responses of the sample members, who numbered (400) students, on the scale of enjoyment of life, and the t-test was used for one sample to calculate the significance of the difference between the two averages, and it became clear that the hypothetical average (126) degrees, and the calculated mean was (127.179) with a standard deviation of (16.5359) and by testing the difference between the two averages, it became clear that the calculated T value is (0.992), with a degree of freedom (399) and a level of significance (0.05), and Table (16) Explain it.

**Table (16)The calculated and tabular T value to denote the difference between the arithmetic mean and the hypothetical average of the measure of enjoyment of life**

The research sample	Number of paragraphs	The hypothetical mean	SMA	Standard deviation	T-Value		Indication level
					Calculated	Tabular	
400	42	126	127.179	16.5359	0.992	1.960	Not a function

The result in the above table indicates that there is no statistically significant difference, as the T value calculated for the enjoyment of life scale reached (0.992), which is less than the tabular value of (1,960) degrees, and this indicates that the research sample does not enjoy life. This result is logical if it is combined with the circumstances and conditions that students are going through in particular, and Iraq in general, as the loss of security and safety and the decline in the level of social relations is sufficient for the degree to which a person makes a negative judgment about the quality of his present life in general, and a rejection of the life he lives. , For not enjoying it. Consequently, they do not have the ability to enjoy life like everyone else because the bad reality is disturbing their quality in life. This is why they claim to be not optimistic. That is why they do not maintain a stable emotional life, do not enjoy high esteem, or depend for that on his personal aspirations and aspirations. The greater their discomfort and dissatisfaction with the world's data for them, meaning that there is a correlation between the development of generations and dissatisfaction, or lack of enjoyment of life to meet the renewed and changing modern requirements from generation to generation, and this result is not identical with the results of the studies carried out by each of "Duncan" (Duncan, C., 1995), Judge T., et al., 2005 and (Al-Ghamdi, 2012).

The second goal: To identify the statistically significant differences in enjoying life, according to the gender variable (males, females) and specialization (scientific, humanitarian.)

In order to identify the differences in enjoying life according to the sex variable and specialization, and the effect resulting from the interaction between the variables, the binary variance analysis of unweighted arithmetic means was used to test the significance of differences for the responses of the main research sample, and Table (17) illustrates this.

**Table (17) Analysis of binary variance to find out the significance of differences in enjoying life according to the variable of sex (male, female) and specialization (scientific, human)**

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	T-Value		Indication level
				Calculated	Tabular	
Sex	191.746	1	191.746	0.751		Function

specialization	5251.357	1	5251.357	20.558	3.84	Function
sex specialization	2330.444	1	2330.444	9.123		Function
The error	101152.404	396	255.435	-		-
Total correlation	6542426.000	400	-	-		-
Total summation	109101.040	399	-	-		-

-The aforementioned statistical treatments of binary variance analysis indicated the following results:

-There is no statistically significant difference between the average scores of the sample members on the scale of enjoyment of life, according to the gender variable (males and females), as the final value calculated for the difference reached (0.751), which is less than the tabular index value of (3.84) A degree at the level of significance (0,05) and two degrees of freedom (392,1.)

-There is a statistically significant difference between the average scores of the sample members according to the variable of specialization (scientific, humanitarian), as the calculated target value reached (20,558), which is greater than the tabular fatality value of (3.84) at the level of significance (0.05) In the direction of human specialization, as the arithmetic mean of the scores of the human specialization sample reached (130,761), while the arithmetic average of the degrees of the scientific specialization was (123,592), and this means that students of human departments enjoy life more than students of human departments, and this result can be attributed to the nature of Curricula and teaching methods of the scientific disciplines as they deal with the environment in a more realistic way that they can easily perceive.

-There is an interaction between the two variables of sex and specialization in enjoying life, as the calculated target value reached (9,123), which is greater than the tabular value of (3.84), at a level of significance (0.05). The differences within the interaction, and Table (18) illustrates this.

**Table (18) Scheffé's value for the lowest significant difference between the computational circles of the interaction between gender and the specialization in the Enjoyment of Life Scale**

NO	Groups	NO	Arithmetic means	The difference between the two	Shaivism value	Indication
1	Humane males	114	133.884			Function

	A Human female	83	127.635	6.249	6.0524	
2	Humane males	114	133.884	8.482	6.0637	Function
	Scientific males	93	125.402			
3	Humane males	114	133.884	12.145	6.0831	Not function
	Scientific female	110	121.739			
4	A Human female	83	127.635	2.233	3.9378	Function
	Scientific males	93	125.402			
5	A Human female	83	127.635	5.896	3.967	Function
	Scientific female	110	121.739			
6	Scientific males	93	125.402	3.663	3.9848	Not function
	Scientific female	110	121.739			

The results indicated in the above table the emergence of significant differences between the human male and the human female, as the difference value was (6.249), which is greater than the value of Shiffe (6.0524) in favor of the human male, as the arithmetic mean of their scores was (133,884), while the arithmetic average for the human female was (127,635). Also, a difference appeared between the human male and the scientific female, and the difference amounted to (12,233), which is greater than the value of Shiffe (6.0831) and in favor of the human male, as the arithmetic mean of them was (133,884), while the arithmetic average of the scientific female was (121,635), and these two can be returned The two results refer to the methods of social upbringing and the social role of the individual, which plays a prominent role in showing the differences between the sexes, giving the male autonomy and sufficient space in searching for means of life that enables him to enjoy it more than the female because of the societal restrictions imposed on it.

And there appeared a difference between the human male and the scientific male, as the difference amounted to (8,482), which is greater than the value of Shiffe (6.0637) and in favor of the human male, as the arithmetic mean of their scores was (133,884), while the arithmetic mean of the scientific male was (125.402), as well as a difference between The human female and the scientific female, and the value of the difference was (5.896), which is greater than the value of Shiffe (3.967) and in favor of the human female, as their arithmetic mean (127,635) was greater than the arithmetic mean of the scientific female (121,739). This difference in the two results is due to

the different nature of the courses. And the method of teaching between the two majors, as students of the scientific specialization deal realistically with the environment more than the human specialization, and this gave them special experiences in interaction with people and things around them.

The third goal: To identify the existential intelligence of university students.

After applying the existential intelligence scale to the research sample of (400) male and female students, the arithmetic mean, the hypothetical average and the standard deviation of the scale were calculated. By analyzing the students' responses, then using the t-test for one sample in order to calculate the difference between the two averages, it became clear that the arithmetic mean of the scale is (83.506) and its standard deviation (13.993), and the hypothetical average reached (75) degrees, and it was found The calculated T value is (11,993) at the degree of freedom (399) and the level of significance (0.05), which is greater than the tabular value (1,960), and the following table explains that.

**Table (19)The computed and tabular T-value to denote the difference between the arithmetic mean and the hypothetical mean of an ontological intelligence scale.**

The research sample	Number of paragraph	The hypothetical mean	SMA	Standard deviation	T-Value		Indication level
					Calculated	Tabular	
400	25	75	83.506	13.971	11.993	1.960	Function

The result in Table (19) indicates a statistically significant difference, as the calculated T value (11.993) for the scale was greater than the tabular value of (1,960) degrees, and this gives an indication that the research sample has existential intelligence; the result can be explained that university students have High existential intelligence, because they have a level of awareness and culture because they represent the conscious segment in society. The fields of theoretical and scientific field research in the specialization practiced by students at the university would enrich the knowledge system of the university student in his field of specialization, which has an impact on the personality of the university student in Deepening his vision of objects, phenomena, and events, and evaluating them and the ability to reconfigure them in their original form or in a different way..the sample members have a good level of existential intelligence and this result is consistent with the study of Shearer (2002) and the study of Al-Obaidi (2016), and the results of the study differ with that of Fraihat (2014) And the study of Al-Zoubi and Al-Rabee 'and Al-Jarrah (2015), where the results of the study indicate that the sample members have a medium level of existential intelligence.

The researcher believes that the high level of existential intelligence among students of Al-Qadisiyah University can be explained according to (Cardner) that existential

intelligence develops through the stages of an individual's life to higher levels of understanding and comprehension that begin with a set of questions that tend to strangely try to reach a logical interpretation of the surrounding environment, and increases in depth the development of cognitive experiences through the religious rituals and rituals that the family instills in the child from the first moments of his life, and further develops as responses to the occurrence of pain and its increase in the world surrounding the human being and this includes everything that a person faces in his life in terms of social relations and responsibilities of various kinds, loss of loved ones, accidents and diseases And the fluctuations of the economic level, customary and behavioral laws, and all personal experiences related to exploring the world surrounding a person, which entail a return to a state of reflection on the issues of existence and the underlying causes and causes (Stanford, 2003: 65.)

It also agrees with the study (Cardner) on setting standards of existential intelligence, which showed that individuals concerned about their future career are more likely to think and contemplate existential issues, and this is consistent with the nature of the undergraduate who are considered individuals who are anxious about their future. The individual clearly leads to an increase in awareness of the surrounding world, and finding the best ways for a person's life as being independent and continuous with others. The educational institutions complete what the family started by urging students to meditate and think about the issues and problems related to the existence and demise of man, and the individual is distinguished in the stage That he can articulate and clarify his understanding and awareness of existence within society, and he can show that he understands and perceives existence within the universe. (Gardner, 2000: 34)

Fourth Objective: To identify the statistically significant differences in existential intelligence, according to the gender variable (males, females) and specialization (scientific, human.)

In order to identify differences in existential intelligence according to the variable of sex and specialization, and the effect resulting from the interaction between the two variables, the binary variance analysis of unweighted arithmetic means was used to test the significance of differences for the responses of the basic research sample, and Table (20) illustrates this.

**Table (20 )Triple variance analysis to find out the significance of the differences in the existential intelligence according to the gender variable (male, female) and specialization (scientific, humanity).**

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	T-Value		Indication level
				Calculated	Tabular	
Sex	909.600	1	909.600	5.108	3.84	Function
Specialization	2285.632	1	2285.632	12.837		Function

sex specialization	4244.929	1	4244.929	23.840		Function
The error	70510.498	396	178.057	–		-
Total correlation	2858605.000	399	–	–		-
Total summation	77881,998	400	–	–		-

The statistical treatments for the analysis of binary variance mentioned in Table (20) indicated the following results:

- There is a statistically significant difference between the average scores of the sample members on the existential intelligence scale, according to the gender variable (males and females). At a level of significance (0,05) and two degrees of freedom (392,1) in favor of males; The arithmetic mean of their scores was (85.024), which is greater than the arithmetic mean of female grades of (81,990). This result is not in agreement with the study of Abdul Razzaq (2013) and the study of Al-Obaidi (2016) and is inversely consistent with the study (Zoghbi and others, 2015) as it showed The result of the study in favor of females, unlike the result of the current study in favor of males, and this can be explained by the fact that the specialization (scientific-human) at the university stage is very different in terms of study subjects, and there is a set of courses that are not similar between students of the two majors, which is what Makes the heterogeneity between students of the two majors very large. This indicates that male students were more capable than females in this type of intelligence, and this result can be attributed to the methods of socialization and the social role of the individual, who plays a prominent role in showing the differences between the sexes. Male self-independence and freedom of movement, which led to an increase in the area in which the individual moves as well as the ability to deal with the environment around him effectively and with more pleasure than the female.
- There is a statistically significant difference between the average scores of the sample members according to the variable of specialization (scientific, humanitarian), as the calculated final value was (12,837), which is greater than the tabular fatality value of (3.84) at the level of significance (0.05) In the direction of scientific specialization, as the arithmetic mean of the scores of the members of the scientific specialization sample reached (85.911), while the arithmetic average of the degrees of the human specialization reached (81.102), and this means that the students of the humanities departments have existential intelligence more than the students of the scientific departments, and this result can be attributed to the nature of Curricula and teaching methods of human specialties as they deal with a different academic environment that makes their thinking about life and existential issues different, as well as, in other words, that the specialized practice in the humanitarian field and its approach to the religious field would deepen existential intelligence, because teaching religious sciences in its various sections of Islamic beliefs and philosophy Qur'anic studies, interpretation and tracking of the Prophet's biography,



as well as what religious thought proposes to understand existence (where did we come from?), (What is the substance of our industry?), And (What is the unseen and its effect on us) and try to answer these questions as well as deny In the fields of theoretical visions of other religions, it would enable the specialist in these departments to develop thought towards looking at life and the purpose of existence and the relationship of the beings with each other and with the Creator, which are questions that highlight the effectiveness of existential intelligence among specialists in the humanities stronger than other disciplines. The results of the study differed from what was shown by the study of Al-Obaidi (2016.)

-There is an interaction between the variables of sex and specialization in existential intelligence, as the calculated Fatal value reached (23.840), which is greater than the tabular value of (3.84), at a level of significance (0.05). The differences within the interaction, and Table (21) illustrates this.

**Table (21) Scheffet's value for the lowest significant difference between computational circles of the interaction between gender and specialization on the existential intelligence scale.**

NO	Groups	NO	Arithmetic means	The difference between the two	Shaivism value	Indication
1	Scientific males	114	133.884	6.249	6.0524	Function
	Scientific female	83	127.635			
2	Scientific males	114	133.884	8.482	6.0637	Function
	Humane males	93	125.402			
3	Scientific males	114	133.884	12.145	6.0831	Not function
	A Human female	110	121.739			
4	Scientific female	83	127.635	2.233	3.9378	Function
	Humane males	93	125.402			
5	Scientific female	83	127.635	5.896	3.967	Function
	A Human female	110	121.739			
6	Humane males	93	125.402	3.663	3.9848	Not function
	A Human female	110	121.739			

The results in Table (21) indicated that there is a significant difference between scientific males and females, as the value of the difference was (9,587), which is greater than the value of Schiffe (3,973) and in favor of the scientific males, as the arithmetic mean of their scores was (90,705), while the arithmetic mean of females was (9,587). The humanist (81.118) as well as there is a significant difference between the scientific male and the human female, as the value of the difference was (11.362), which is greater than the value of Schiffe (4.0194) and in favor of the scientific male, as the arithmetic mean of their scores reached (90.705) while the arithmetic mean of the human female was ( 79.342), this difference is due to the methods of socialization that society imposes on individuals, as the freedom and independence that is given to men enables him to develop his capabilities.

There is a significant difference between the scientific male and the human male, as the difference reached (7.843), which is greater than the value of Schiffe (3.973) and in favor of the scientific male, as the arithmetic mean of their scores reached (90.705), while the arithmetic average for the human male was (82.862). The difference is due to the difference in the nature of the curricula and the method of teaching between the two majors, as students of the scientific specialization deal realistically with the environment more than the human specialization, and this gave them special experiences in interaction with the people and things around them.

Fifth goal: To identify the correlation between enjoyment of life and existential intelligence among university students.

To achieve this goal, the data obtained from applying the two scales were collected on a sample of (400) male and female students. And by using the Pearson Correlation coefficient, the value of the correlation coefficient between the two variables was (0.134), which is a statistically function at the level of significance (0.05), greater than the tabular value of the correlation coefficient (0.098) at the degree of freedom (398). Between the two variables of the search, and Table (22) illustrates that.

**Table (22) Arithmetic means, standard deviations, and correlation coefficient for the two variables.**

Variable	The number of the sample	SMA	Standard deviation	Correlation coefficient	Indication
Enjoying Life		179.127	16.53591	0.134	function
Existential intelligence			13.97115		

		83.506			
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Sixth goal: To identify the extent of the contribution of the independent variable (existential intelligence) to the dependent variable (enjoyment of life) among university students.

For the purpose of predicting the variable of enjoyment of life in terms of the variable of existential intelligence, the researcher used a multiple regression analysis, and table (23) illustrates this.

**Table (23)Results of the meta-test for multiple regression analysis to see the extent to which the existential intelligence variable contributes to the enjoyment of life.**

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	F-Value		Indication level
				Calculated	Tabular	
Regression	1946.403	2	1946.403	7.229	3.84	0.05
Residual	107154.637	397	269.233			
Macro	109101.040	399				

The results of the regression analysis appear in Table (23). There are positive statistical indicators of the contribution of the independent variable to the dependent variable, as the calculated final value (7,229) is greater than the tabular final value (3.84), which is statistically significant at the level of significance (0.05) and the two degrees of freedom (397,2), and to know the relative contribution in explaining the variance of the dependent variable enjoying life through what the regression coefficients reflect in the prediction equation in the form of raw degrees (B) and the corresponding standard values reflected by the (Beta) values of the relative contribution and standard error, and the T-test for these Values, as shown in Table (24.(

Table (24)The contribution of existential intelligence to the enjoyment of life.

Variables			values	T-Value	
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	Relative contribution value (B)	Standard error		Calculated	Tabular	Indication level
Constant amount	113.639	4.970		22.863	1.96	0.05
Existential intelligence	0.158	0.059	0.134	2.689		

It is clear from Table (24) that the value of the relative contribution of the existential intelligence variable to enjoying life reached (0.158), which is a statistically significant function, as the calculated T value reached (2.689), which is greater than the tabular value (1.96), at the level of significance (0,05). This means that there are other variables that have a relationship or effect with the dependent variable (enjoyment of life) that were not covered by the current research, and these variables may be, such as: optimism, meditation.

#### 4. Conclusions

In light of the results reached in this research, the following can be summarized and concluded:

- 1 .The conditions that university students live in from insecurity and the future made them lose meaning in life, and this greatly contributed to the loss of enjoyment of life.
- 2 .The university students have abilities in existential intelligence.
- 3 .There is a direct, statistically significant relationship between enjoyment of life and existential intelligence. That the more ontological intelligence, the greater the enjoyment of life.
- 4 .There is a symmetrical effect in terms of differences in the relationship between enjoyment of life and existential intelligence in the research community according to the gender variable.

#### 5. Recommendations

Based on the findings of the research, the researcher recommends the following:

- 1 .Utilizing research measures in future studies to reveal the level of enjoyment in life and existential intelligence among university students.
- 2 .Activating and activating scientific and entertainment trips for students, and this makes them able to enjoy life and succeed in work without feeling bored and alienated.
- 3 .Activating the educational and psychological research centers and the Counseling Center at the university through interest and reflection on the lives of individuals and

benefiting from experiences that have a positive effect on the positive interaction with the presence on the personal and social level through the investment of the media, seminars and scientific lectures.

4 .The media, especially the university media, play its professional and ethical role by highlighting the importance of enjoying life to face psychological pressures and daily problems courageously and exploit them to achieve the personal and social gains of the university student.

5 .The relevant authorities should pay attention to the issue of multiple intelligences in general and existential intelligence in particular, because of its importance in the student's life, to increase the student's self-awareness, broaden his perceptions and think in an abstract way.

## **6. The suggestions**

The researcher proposes to conduct the research and suggestions that he settled during the completion of the research in order to complete benefit from them, which are as follows:

1 .Conducting a training program to enhance the features of enjoying life among university students.

2 .Holding an educational workshop to develop enjoyment of life, and to teach a group of students how to enjoy life.

3 .Conducting a study of enjoying life and its relationship to variables such as vitality of conscience, psychological flexibility and cognitive curiosity.

4 .Conducting a study dealing with enjoyment of life and its relationship to some other variables (such as psychological compatibility, social adaptation, and others.)

5 .Conducting a similar practical study on another community.

6.Conducting a study that clarifies the relationship between existential intelligence, religiosity, and psychological security, due to the scarcity of studies in this regard, in Iraqi and Arab countries.

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