The Existential heartbreak among university students

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Abstract

The study aims to identify the state of existential heartbreak among university students for all members of the research sample, and also to identify the differences in existential heartbreak among university students according to the gender variable (male - female). To achieve the goals of the researcher, the researcher adopted a tool (White, et al, 2007) to measure the state of existential heartbreak. The tool consisted of (35) paragraphs distributed into (5) fields, as the current research tool was applied to a sample of the university's students, whose number is (148) male and female students. , for the purpose of all data and its statistical processing and to ensure that the objectives of the current research are achieve.

The current research has found that university students are in the case of existential heartbreak because the calculated T value of (8,9) is greater than the tabular value (1.96) at a level of significance (0.05) and a degree of freedom (147). Females are a state of existential heartbreak because the calculated and large T value (8,5) is greater than the tabular value of (1.96), the difference in favor of the females because they obtained the highest average, and the results obtained by the researcher were folded with the following:

1- Arousing researchers' interest in conducting more research using the measurement tool that was repeated in the current research; as a tool to reveal the existential heartbreak of other student and social strata.

2. Urging educational institutions, such as universities, and directing them to play their role towards this important group and address their problems by preparing more programs, such as: (guidance and psychological support programs, programs on how to invest life and achieve goals, awareness meetings, and workshops)

3. Giving the students positive concepts about life and its importance, building their own future to reduce their feelings of remorse and boredom from previous decisions that make them self-reproach and weaken their motivation for achievement.

4. Spreading awareness in the family by following the correct methods of guiding children, avoiding methods of intimidation, criticism and ridicule when doing any work, and avoiding work to exaggerate the feeling of guilt and remorse among children for mistakes and choices they made that make them regret their action.

The researcher suggests the following:

1. Conduct a study on the causes of sadness and existentialism and compare it with other universities

2. Conducting an experimental study about the effect of the following factors (the individual's age, educational attainment, area of residence (countryside - city), his social condition, economic level) on existential heartbreak.

3. Conducting an experimental study to find out the effect of social support and family affiliation on relieving existential sadness.

Keywords: existential heartbreak, university students

1. An Introduction and the importance of the study

A person does not stop asking existential questions of significance during crucial periods of his life, such as: Who am I? What do I want? How will my future be? Will this future provide me with a sense of reassurance and psychological security? In the same way a person reviews his past, and may ruminate his pain and ask: Did I do what I should have done? Have I invested my time in a beneficial way, or did I have being wasted my time in useless things? Have I invested the opportunities provided to me to upgrade myself and improve the quality of my personal life? Have I been able to invest what I possess in terms of capabilities , in addition to this, Man is an automatically impulsive to inquire about the meaning of life, its goals, his role in it and his personal attitude towards it , and the answer to these questions is evident in two directions, one of which is the individual's lifestyle, the first is about tranquility and stability Psychological and self-satisfaction, and the second is drowning in the pain, psychological fatigue, resentment of oneself, and reprimanding for days that have passed and did not help, which could have been used and invested according to the options that have been made available to him to improve his life, and this may lead to the emergence of a state of knowledge that lies in Blame the individual for himself, and regret what he has gone of his age (Frankle, 1978).

And since the contemporary university youth live at the crossroads between late adolescence and early adulthood, a confused pause does not know its place in the adult world, and this change in belonging from the adolescent group to the adult group is a sudden change and a transition to a new phase (Taher, 1990) which represents the basic requirement for growth and turning point towards the independence necessary for proper growth in adulthood (Al-Ghamdi, 2002). This period is accompanied by several decisions that he may suffer from in the future and his life may become meaningless, so it requires attention to this important group, and the importance of the current study stems from the following two axes:

1. This research is a cognitive addition to the local library and the Arab library in satisfying the studies that dealt with the concept of existential heartbreak because it is very few according to the researcher's knowledge.

2. The university students are the category of the largest representation of the segments of society, and therefore the study of any phenomenon related to any society must be drawn from the main indicators for it and the best segment of these indicators are the university students.

1.2. The problem

Existential heartbreak is an increasing psychological state in many societies, when the individual realizes or imagines that his current situation would be better if he decided to take a set of decisions about events that went on differently (Abu Halawa, 2013), that is, when the individual is in a higher level of awareness, he has an unpleasant feeling besides a state of self-remorse and accountability for life options that were available to him and did not improve its exploitation, and the control of past events over his thinking, which he may not be able to leave it and neglecting it to carry out duties towards his family and friends. (Zeelenberg & etal, 1999)

The experience of heartbreak can be considered a human experience from the realities of human existence, and it is related to other concepts related to it such as existential depression, feelings of guilt, remorse, and existential anxiety with ignoring even the mere reference to the expression "heartbreak" within psychological states, and because of a clear scarcity in dealing with it from a psychological point of view. For his part, studying the case of existential heartbreak from a psychological perspective may increase the understanding of this psychological phenomenon with a broader view   (Levinson, 1978).

The feeling of existential sadness is a painful judgment focused on an event in the past that affects the feelings of conscience that do not reflect the events of the past only, but what the present and future expectations will be, and thus it constitutes a warning function that directs the future actions of the character, and that the continuing feeling

of the emotion of existential heartbreak has very bad effects on mental and physical health for the individual within the group (Fredrickson, 2001; Peters, Hess, Västfjäll, & etal)

And since contemporary university youth as an important part of the group's components, at this stage, and based on the information explained above about the state of existential heartbreak, the researcher feels the emergence of a problem in the group of university students, which is the state of existential heartbreak, trying to answer the following question: Is there a state of existential heartbreak among the university students.

1.3. The aims

1. Measuring the existential heartbreak of the university students.

2. Recognition of the differences in existential heartbreak among the university students according to the gender variable (male - female).

1.4. The Research hypotheses: The researcher put the following null hypothesis:

* There are no statistically significant differences at the level of (0.05) in the existential heartbreak of the university students according to the gender variable (male - female).

1.5. The limitation of the Study

1. The human field: Students of Diyala University.

2. The Spatial domain: College of Basic Education.

3. The Time domain: the academic year (2020-2021)

1.6. The terms determination:

1.6.1. The Existential heartbreak

A psychological structure that includes interacting dimensions among themselves (internal conflict, limited experience, neglect of others, self-reprimand, separation from the past), and these dimensions are linked with each other to form in its entirety an existential state of regret that causes pain and emotional distress weakening the will to live (Frankle, 1978).

2. The Research Methodology and Procedures:

2.1. The Research Methodology:

For the purpose of achieving the objectives of the research, the researcher followed the experimental method, which is defined as "a deliberate and controlled change of the specific conditions of the phenomenon and observing the results of the change in the subject of the study" (Abbas et al., 2009).

2.2. The Research Community:

The community refers to the total set of elements, which the researcher seeks to generalize to it the results related to the studied problem (Odeh, 1992), and the community of this research consists of students of Diyala University / academic year 2020-2021.

2.3. The sample:

The sample is intended, is a group of the research community that is supposed to bear all the characteristics of that community so that its results can be generalized to the entire community from which it withdrew (Muhammad, 2012). The current research sample consists of (148) male and female students from Diyala University - College of Basic Education. Male and female students as shown in Table 1:

2.4. The Tool:

The researcher adopted the scale (White & etal, 2007), which consists of (35) items distributed into (5) domains, to measure the state of existential heartbreak, and the description of the scale is shown in Table (2):

After the researcher adopted the scale, it was adapted and employed in studying of the current research by taking the following steps:

1. The researcher translated the scale from the Arabic language, relying on specialists in Arabic translation
2. The researcher identified alternatives to the answer, namely (strongly agree, agree, do not know, disagree, strongly disagree).

3. The researcher presented the scale to experts in the Arabic language for the purpose of making the appropriate language adjustments.

4. The researcher extracted the statistical analysis of the scale to identify the ability of the paragraphs to detect individual differences.

5. The researcher extracted the psychometric properties (validity and constancy) of the existential heartbreak scale.

6. Instructions for the scale have been prepared for the purpose of completing the procedures for applying it to the research sample.

2.5. The Statistical Analysis of the Existential Heartbreak Scale:
2.5.1. The Distinguishing Power

To calculate the distinguishing strength of each of the paragraphs of the existential regret scale, the researcher used the two extreme groups' method as follows:

A- Applying the scale consisting of (35) paragraphs after the researcher obtained the research sample of (400) university students, and after application, a score was given for each answer for each paragraph according to the method of correcting the existential regret scale.

B- Arranging the total scores obtained by the sample members in descending order from the highest to the lowest.

C- Determining the (27%) of the forms that obtain the highest scores in the existential heartbreak scale, their number (108) forms, and (27%) of the (108) forms that obtain the lowest scores.

D- After determining the upper and lower groups, the researcher used the T-test for two independent samples to test the differences between the upper and lower groups for each paragraph of the scale; The calculated T value is considered an indication of the distinction of the paragraph, and when balancing the calculated T value for each paragraph with the tabular value of 1.96 at the level of significance (0.05) and the degree of freedom (214) it is found that all the paragraphs are distinct, and Table (3) shows the values of T-test for all paragraphs of the scale.

2.5.2: The relationship of the paragraph to the overall score of the scale

The goal of extracting the relationship of the paragraph to the total is to know the extent to which the idea of the paragraph is related to the general concept, and this method is an indication of the validity of the scale, as the researcher says, finds the correlation between a score for each paragraph of the scale and the overall result, and Pearson's correlation coefficient was used to extract the correlation between each paragraph of the paragraphs. The overall score of the scale, and after obtaining the results and weighing them with the correlation coefficients calculated by the value of the correlation coefficient table, the results showed that all the paragraphs are statistically significant at the level of significance (0.05), and all 35 paragraphs of the tool were accepted. As shown in Table (4):

2.5.3: The relationship of the paragraph score to the total score of the field to which it belongs

 Pearson's correlation coefficient was calculated to find the relationship of the degree of the paragraphs to the total score of the field to which they belong, then compare the tabular values with the calculated values, which amount

to (0.113) at the level of significance (0.05). It was found that all the paragraphs are statistically significant, and Table (5) shows that:

2.5.4: The relationship of the field score to other domains and the relationship of domains to the overall scale score (internal correlation matrix)

To verify this, the Pearson correlation coefficient was computed for each field and the other fields of the scale, and it was found that all the correlation coefficients, and compared the calculated values with the tabular values of the correlation coefficient (0.113) at a significance level (0.05) shows that all transactions linked fields statistically significant and positive, and as shown in Table (6):

2.6: The Psychometric properties:

2.6.1: Honesty

Honesty is one of the important characteristics that must be taken care of in building tests and standards, and the honest test is the test that is able to measure the characteristic or phenomenon for which it was set, and the apparent honesty is one of the types of truthfulness and this type of honesty is evident by preliminary examination of the contents of the scale (Chalabi, 2005) The researcher presented the scale to a group of experts in the field of psychological counseling, educational guidance and psychology, and the researcher adopted the rate of 80% as the percentage of approval of paragraphs acceptance, after the experts expressed their opinions and took scientific observations and thus the tool became ready to measure the case to be measured.

2.6.2: Consistency

Consistency represents the consistency in measuring a characteristic or phenomenon for which it is intended to be measured. It is considered one of the necessary indicators for an objective measure along with truthfulness (Melhem, 2000). If an individual obtains the same score or close to it in the same test or in groups of equivalent questions on different occasions, then we can describe the test in this case that it is characterized by a high degree of stability. (Imam et al., 1990). The stability was calculated by two methods of Fakronbach and the method of retesting, and the stability factor that was extracted is shown in Table (7).

2.7: An Application

After carrying out the previous steps, the scale became ready for application. An appendix is required for the sample of students of the College of Basic Education - University of Diyala, as it was applied to 148 students from Sunday, March 10, 2020, to Thursday, 3/18/2020, to obtain the required data and its statistical processing to know the extent of achieving the research objectives.

2.8: The Statistical means

1. Pearson correlation coefficient

2. T-test for one sample

3. T-test for two independent samples.

3. Presentation of results ... interpretation and discussion:

In this chapter, the researcher will present his results according to the procedures referred to in the current research and then discuss them, and try to interpret them, according to the research objectives.

3.1: Defining the level of existential heartbreak at the university

For the purpose of achieving this goal, the researcher extracted the average of the sample scores as it reached (118) with a standard deviation (17.7) and extracted the hypothetical average as it reached (105) and when using the T-test for one sample, the results were reached as shown in Table (8) at a degree of freedom (147) and the significance level (0.05).

After presenting the results, it was found that the calculated T value of (8.9) is greater than the tabular value of (1.96) with a degree of freedom (147) and a level of significance (0.05), as these results indicated the existence of existential heartbreak among university students, considering that the group of university students have a high sensitivity to the shortcomings and mistakes they face in their lives as a result of previous options and alternatives that could have improved their lives, but they did not do well in choosing them, which resulted in a state of regret, remorse, anxiety about their future and their sense of guilt, all of these indicators met In the formation of a state of more painful emotion and negativity with guilt, and includes feelings of regret with the desire to hide shortcomings and weaknesses, and it is associated with low self-worth, degradation of fate or criticism from others, and these thoughts when controlling university students make them not learn from experience and the constant fear of failure and loss Self-confidence, and thus he will depend in his decisions on others, and he has a weakness in taking responsibility, and he looks at a future as an unknown that cannot fulfill his desires and satisfy his needs

3.2 The level of existential sadness among university students is known according to the gender variable (male - female)

For the purpose of ensuring the achievement of this goal, the researcher put the following null hypothesis. There are no statistically significant differences in the case of existential heartbreak according to the gender variable (male - female) at a significance level (0.05) and degree of freedom (146). To achieve this goal, the researcher extracted the average scores of male students Male (116) with a standard deviation (15,9) and the average grades of Female students (119) and a standard deviation (18,5). When using the T-test for two independent samples to identify the existential heartbreak between males and females, Table (9) shows the results that were made come to it.

After presenting the results, it was found that the calculated T value of (8.5) is greater than the tabular value of (1.96) at a degree of freedom (146) and a level of significance (0.05), as it was found that the research sample has a state of existential heartbreak. We may reject the null hypothesis that there are no statistically significant differences in the case of existential sadness among university students according to the gender variable (male - female), and we accept the alternative hypothesis that there are statistically significant differences in the case of existential heartbreak for university students according to the gender variable (males - Females) The difference is in favor of females because the research sample of females has obtained the highest average, which indicates that females are more sorry and regret the missed opportunities and generate a painful feeling and how the lifestyle is a result of wrong behavioral choices and decisions, and the state of heartbreak may reflect many psychological factors such as distress And psychological excitement, chagrin and misfortune, especially when she compares herself with others who have achieved success in their lives, when this comparison is with others, the girl enters into a state of self-dissatisfaction and a rush to reprimand her and the impossibility of implementing desires or achieving goals in life.

3.3: Recommendations

1. Arousing researchers' interest in conducting more research using the measurement tool that was repeated in the current research; As a tool to reveal the existential heartbreak of other students and the community strata.

2. Urging educational institutions, such as universities, and directing them to play their role towards this important group and address their problems by preparing more programs, such as: (guidance and psychological support programs, programs on how to invest life and achieve goals, awareness meetings, and workshops).

3. Giving the students positive perceptions of life and its importance, building their own future to reduce their feelings of remorse and boredom from previous decisions that make them self-reproach and weaken their motivation for achievement.

4. Spreading awareness in the family by following the correct methods of guiding children, avoiding methods of intimidation, criticism and ridicule when doing any work, and avoiding work to exaggerate the feeling of guilt and remorse among children for mistakes and choices they made that make them regret their action.

3.4: The proposals

 1. Conduct a study on the causes of sadness and existentialism and compare it between other universities.

 2. Conducting an experimental study on the effect of the following factors (individual age, educational attainment, area of residence (countryside - city), marital status, economic level) on existential heartbreak

3. Conducting an experimental study in knowing the effect of both social support and family affiliation in reducing existential heartbreak.

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TABLES

Table 1

Characterization of the research sample

Seq	Gender	Number
1	Male	53
2	Female	95
3	Total	148

Table 2

Characterization of the existential heartbreak scale

Seq	The Field	Number of paragraphs
1	Interior Conflict	11
2	Limited experience	4
3	Neglecting others	8
4	Self−reprimand	7
5	Separation from the past	5
6	Total	35

Table 3

The distinguishing strength of the scale paragraphs using the method of the two extremes and comparing them with the tabular value (1.96) and the level of significance (0.05).

Seq	The Upper group		The Lower group		The computed value	Significant significance at 0.05 level
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
1	4.305	1	2.935	1.375	8.347	significance
2	4.157	1.077	2.990	1.437	6.749	significance
3	3.509	1.249	1.814	0.775	11.977	significance
4	3.787	1.230	2.175	1.109	10.105	significance
5	4.231	0.982	2.546	1.210	11.235	significance
6	3.870	1.119	3.120	1.235	4.673	significance

7	4.009	3.187	2.046	1.122	6.037	significance
8	3.777	1.194	2.398	1.040	9.050	Significance
9	3.342	1.298	2.120	1.165	7.280	Significance
10	3.759	0.994	3.055	1.213	4.661	Significance
11	4.027	1.203	2.740	1.240	7.738	Significance
12	3.666	1.332	2.722	1.352	5.170	Significance
13	3.870	1.068	2.713	1.160	7.625	Significance
14	3.935	1.112	3.296	1.178	4.097	Significance
15	4.037	1.049	3	1.264	6.501	Significance
16	3.925	1.157	2.546	1.285	8.288	Significance
17	4.425	0.968	3.546	1.328	5.561	Significance
18	4.101	1.058	3.02	1.456	6.200	Significance
19	3.574	1.415	2.074	1.099	8.696	Significance
20	3.342	1.415	2.037	1.459	6.674	Significance
21	3.342	1.395	2.083	1.153	7.230	Significance
22	3.138	1.436	2.240	1.206	4.975	Significance
23	3.731	1.257	2.138	1.131	9.785	Significance
24	4.120	1.038	2.592	1.168	10.159	Significance
25	4.277	0.925	2.925	1.378	8.460	Significance
26	4.398	0.864	3.148	1.317	8.247	Significance
27	4.194	1.080	3.194	1.300	6.147	Significance
28	4.111	1.202	3.175	1.251	5.600	Significance
29	3.907	1.308	2.500	1.314	7.886	Significance
30	4.037	1.222	2.805	1.300	7.171	Significance
31	3.750	1.401	2.888	1.362	4.578	Significance

32	4.500	0.803	3.370	1.294	7.708	Significance
33	4.370	0.849	3.296	1.262	7.336	Significance
34	4.250	1.060	3.481	1.300	4.760	Significance
35	4.370	0.871	2.935	1.396	9.064	Significance

The tabular value is (1.96).

Table 4

Correlation coefficients between the paragraph score and the total score of the scale when compared with the tabular value (0.113)

the Paragraph Sequence	The correlation coefficient	the Paragraph Sequence	The correlation coefficient
1	0.448**	19	0.428**
2	0.319**	20	0.369**
3	0.533**	21	0.382**
4	0.458**	22	0.325**
5	0.505**	23	0.435**
6	0.269**	24	0.511**
7	0.363**	25	0.419**
8	0.450**	26	0.419**
9	0.392**	27	0.349**
10	0.262**	28	0.324**
11	0.396**	29	0.417**
12	0.275**	30	0.398**
13	0.325**	31	0.265**
14	0.280**	32	0.364**
15	0.377**	33	0.411**

16	0.435**	34	0.274**
17	0.300**	35	0.434**
18	0.307**		

Tale 5

Correlation coefficients between the paragraph score and the total score for the field to which it belongs when compared with the tabular value (0.113) and at a level of significance (0.05).

The first area Interior conflict		The second area Limited experience		The third area Neglecting others		The fourth area Self-Reprimand		The fifth area Separation from the past	
The paragraph sequence	The paragraph sequence	The Correlation coefficient	The paragraph sequence	The Correlation coefficient	The paragraph sequence	The Correlation coefficient	The paragraph sequence	The Correlation coefficient	The paragraph sequence
1	0.525	1	0.565	1	0.459	1	0.562	1	0.532
2	0.327	2	0.605	2	0.339	2	0.540	2	0.607
3	0.632	3	0.527	3	0.484	3	0.618	3	0.639
4	0.595	4	0.585	4	0.650	4	0.548	4	0.561
5	0.602			5	0.598	5	0.486		
6	0.370			6	0.606	6	0.595		
7	0.517			7	0.504	7	0.467		
8	0.517			8	0.557				
9	0.459								
10	0.290								
11	0.446								

Table 6

The correlation between the field score and the other field and the overall scale score when compared with the tabular value (0.113) and at the level of significance (0.05).

Area	Field of internal conflict	Area of limited experience	The area of neglecting others	The field of self-Reprimand	The field of separation from the past	The total score

Field of internal conflict	**1**	**0.396**	**0.455**	**0.457**	**0.345**	**0.825**
Area of limited experience	**0.396**	**1**	**0.269**	**0.356**	**0.311**	**0.549**
The area of neglecting others	**0.455**	**0.296**	**1**	**0.371**	**0.214**	**0.705**
The field of self-Reprimand	**0.457**	**0.356**	**0.371**	**1**	**0.500**	**0.744**
The field of separation from the past	**0.345**	**0.311**	**0.214**	**0.500**	**1**	**0.597**
The total score	**0.825**	**0.594**	**0.705**	**0.744**	**0.597**	**1**

Table 7

Pearson correlation coefficient to extract the stability

The method	Pearson Correlation Coefficient
Vackronbach	0.843
Exam Repetition	0.862

Table 8

Table of t-test for one sample for the scores of the research sample

Seq	The number of the sample	Arithmetic average	standard deviation	Hypothesized mean	Constant value		the significance level
					Favoritism	Tabular	
-1	148	118	17.7	105	8.9	1.96	0.05

Table 9

The T-test of two independent samples for the difference between the mean scores of the male - female of the research sample

The variable	The numbers	Arithmetic average	standard deviation	Degree of freedom	The T- value		The significance level
					Favoritism	Tabular	0.05
Male	53	116	15,9	146			
Female	95	119	18,5		8.5	1.96	