

INTELLECTUAL EMPTINESS AND ITS RELATIONSHIP TO PSYCHOLOGICAL ADJUSTMENT AMONG STUDENTS OF THE COLLEGE OF BASIC EDUCATION – UNIVERSITY OF MAYSAN

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Abstract

This study aimed to identify the level of intellectual emptiness and psychological adjustment among students of the College of Basic Education at Misan University, and to reveal the relationship between them, in addition to determining the significance of differences in both intellectual emptiness and psychological adjustment according to the gender variable (males and females). The study employed a descriptive analytical correlation approach, and the sample consisted of (110) male and female students from the morning shift for the academic year (2025–2026). Data were collected using two scales developed for this purpose; one scale measured intellectual emptiness and included (15) items divided into three dimensions: weak critical and analytical thinking, reliance on superficial or ready-made information, and lack of intellectual and creative initiative. The second scale was dedicated to measuring psychological adjustment and included (16) items covering dimensions of emotional regulation, social adaptation, self-satisfaction, and positive responses to educational and social situations. The results showed that the level of intellectual emptiness was low among college students, while the level of psychological adjustment was relatively moderate to high. Statistical analyses indicated that there were no statistically significant differences between males and females in both intellectual emptiness and psychological adjustment, suggesting similarities in the educational and social conditions experienced by students of both genders. The results also indicated a statistically significant inverse correlation between intellectual emptiness and psychological adjustment, where a decrease in intellectual emptiness was associated with an increase in the level of psychological adjustment and vice versa.

Keywords: Intellectual emptiness - Psychological adjustment - College of Basic Education - University of Maysan.

Introduction

The Problem :

Students of the College of Basic Education at the University of Maysan face a state of intellectual emptiness manifested in weak culture and declining critical thinking, which negatively affects their ability to interact with the demands of reality (Jalal, 2002: 45). Jalal indicated that this phenomenon is the result of the sociology of failure and weak cognitive structure, while Shukri emphasized that the absence of an intellectual vision leads to a crisis in creative expression (Shukri, 2023: 32).

The impact of this emptiness extends to mental health, as it weakens students' ability to adapt to pressures. Dalla confirmed the existence of a negative relationship between the absence of creative thinking and psychological adjustment (Dalla, 2020: 58), and Abu Bakr believes that many behavioral disorders result from cognitive and value emptiness (Abu Bakr, 2018: 21). Hanafi warns that the lack of a clear intellectual vision leads to internal alienation, weakening the individual's connection with reality (Hanafi, 2024: 14).

Globally, Canas and Manzi indicate that psychological adjustment requires harmony between personality and the surrounding environment, which is disrupted in the absence of a solid intellectual framework (Canas & Manzi, 2008: 77). Joseph asserts that psychological growth is linked to the presence of intellectual awareness that supports a positive self-view (Joseph, 2015: 90). Based on this, the research problem is defined in the following main question: What is the relationship between intellectual emptiness and psychological adjustment among students of the College of Basic Education at the University of Misan?

The importance of the research the importance of this research stems from addressing the phenomenon of intellectual emptiness, which is considered one of the most serious intellectual and educational problems facing university students in the Arab world, due to its negative effects on the structure of university consciousness and culture. Intellectual emptiness leads to the deterioration of culture and the weakening of the ability for criticism and creativity. It threatens the intellectual foundations on which university education is based. It also reflects a state of disconnection between knowledge and behavior, turning the educational process into a mechanical repetition devoid of

analytical thinking and intellectual depth. The urgent need arises to study this phenomenon as an entry point for addressing the dysfunction in the university thinking system and developing methods to cultivate critical and creative awareness among students (Al-Khouli, 2023: 123; Al-Misbahy, 2015: 44).

The impact of intellectual emptiness also extends to the psychological aspect, as it leads to internal imbalance, increased feelings of anxiety and alienation, and a loss of motivation, which negatively affects students' mental health. The importance of the research lies in directly linking the intellectual aspect with the psychological aspect and seeking to clarify how the absence of conscious intellectual activity contributes to weakening the psychological adjustment of university students. This calls for building integrated therapeutic programs that combine the development of critical thinking with supportive psychological counseling (Ibrahim, 2014: 98; Al-Janabi, 2019: 65).

The importance of the research also appears in its addressing of the concept of psychological adjustment as one of the main pillars of mental health in the university environment. Psychological adjustment represents an individual's ability to positively adapt to the demands of academic and social life and to achieve a balance between emotions and personal ambitions. The literature indicates that psychological adjustment is closely related to sound cognitive structure, as it weakens with poor critical thinking and declines in the presence of cognitive emptiness, making this research a necessary step to clarify the nature of the relationship between the two variables and to provide practical solutions for addressing it (Taha, 2007: 211; Marhab, 1989: 77). The importance of this research increases considering the university stage itself, as it is a stage in which a student's personality develops intellectually and psychologically, and during which their attitudes toward themselves, their society, and their professional future are determined. This stage represents a turning point from rote learning to independent thinking, and from dependence to self-responsibility. Weak intellectual and psychological preparation at this stage leads to a disruption in personal balance and difficulty in coping with academic and social pressures. This makes attention to intellectual void and psychological adjustment a central requirement in the development of university education (Gervas, 2021: 142; Aguirebery, 2024: 77).

Through the preceding, the importance of the research is defined in the following points:

- The importance of studying intellectual void due to its direct impact on the quality of critical and creative thinking among university students.
- The importance of linking intellectual void and psychological adjustment as two integrated dimensions in forming a balanced university personality.
- The importance of focusing on strategies to address intellectual void through developing curricula and adopting teaching methods that enhance critical thinking and deep analysis.
- The importance of enhancing psychological adjustment due to its role in achieving emotional stability and academic and social adaptation for students.
- The importance of the university stage as a decisive environment in shaping student awareness and developing their intellectual and psychological independence.
- The importance of the practical results of the research in guiding psychological and educational guidance programs within Iraqi universities.
- The importance of the scientific contribution of the research in enriching contemporary Arabic literature on the relationship between thought and mental health.

Research Objectives:

This research aims to identify:

1. The level of intellectual emptiness among students at the College of Basic Education, University of Misan.
2. The significance of differences in intellectual emptiness according to the gender variable (male and female).
3. The level of psychological adjustment among students at the College of Basic Education, University of Maysan.
4. The significance of differences in psychological adjustment according to the gender variable (male and female).
5. The relationship between intellectual emptiness and psychological adjustment among students at the College of Basic Education, University of Misan.

Research Limitations

The limitations of this research are defined as follows:

- Spatial Limitations: The research was conducted at the College of Basic Education, University of Misan, as it represents an academic environment

encompassing diverse disciplines and is considered a suitable model for studying intellectual emptiness and psychological adjustment among students at colleges of education in Iraqi universities.

- **Temporal Limitations:** The research was conducted during the 2025–2026 academic year, the period during which field data was collected from students enrolled in the morning program.
- **Human Limitations:** The research population was limited to students of the College of Basic Education at Maysan University, while the sample consisted of (110) male and female students randomly selected from various departments.
- **Thematic Limitations:** The research addressed two main variables: intellectual emptiness and psychological adjustment. These were operationally defined using two scales developed by the researcher to measure manifestations of intellectual emptiness and the level of psychological adjustment among students.

Research Terms and Operational Definitions:

1. **Intellectual Emptiness:** The concept of intellectual emptiness refers to a state in which an individual suffers from a weakness in their critical and analytical thinking abilities, becoming closed off to superficial or pre-packaged ideas. This limits their ability to interact deeply with knowledge and produce new, creative ideas (Jalal, 2002: 45). The prevailing culture may sometimes indirectly contribute to reinforcing this state by encouraging the adoption of pre-packaged ideas instead of urging individuals to practice independent thinking. Shukri (2023: 67) describes intellectual emptiness as a kind of mental blockage that prevents the recipient from engaging critically and effectively with literary texts. Al-Khouli (2023: 123) attributes the emergence of this problem to two main factors: the absence of incentives that encourage intellectual activity, and the weakness of the cultural socialization process that lays the sound foundations for thinking. **Operational Definition:** The level of intellectual emptiness was measured among a sample of students from the College of Basic Education at Maysan University using a scale specifically designed for this purpose. It focused on evaluating a set of indicators, most importantly: the extent of the student's lack of critical thinking skills, their lack of intellectual initiative and ability to generate ideas, and their reliance on superficial or readily available information when facing and solving educational and academic problems.

2. **Psychological Adjustment:** Psychological adjustment is defined as a state of harmony and internal balance that an individual experiences with themselves, in

addition to their ability to adapt positively to their surrounding environment. This adjustment manifests itself in an individual's ability to cope with life's pressures, manage their emotions effectively, and achieve a sense of satisfaction with themselves and their social relationships. In this regard, Dallah (2020: 84) defines it as an individual's competence in meeting life's various demands in a balanced way that maintains their psychological stability. Abu Bakr (2018: 190) explains that psychological adjustment reflects a person's ability to address the social and emotional problems they face in a healthy manner. Ahmed (2018: 11) indicates that this concept encompasses achieving an effective balance between an individual's personal needs and the demands imposed by their environment, in order to reach a general state of mental well-being.

Operational Definition: The level of psychological adjustment among students was measured using the Psychological Adjustment Scale. This scale included a set of indicators that measured: the student's ability to manage their emotions in different situations, their adaptation to their social environment, their level of self-satisfaction and performance, and their positive response to various academic and social situations and challenges.

3. Students of the College of Education at Maysan University: These are all male and female students officially registered in the programs of the College of Basic Education at Maysan University, who are receiving their education in various educational disciplines and sciences during the current academic year (Ministry of Higher Education in Iraq, 2024).

Chapter Two

Theoretical Framework and Previous Studies

First: Theories Explaining Intellectual Emptiness

Intellectual emptiness is a complex phenomenon involving a confluence of cognitive, educational, cultural, and social factors. A number of modern intellectual and psychological theories have attempted to explain it, seeking to understand its causes and consequences.

1. **Critical Cognitive Theory:** This theory explains intellectual emptiness as a result of the absence of critical and analytical thinking, and the dominance of superficial and traditional thought patterns. When the mind ceases to engage in analysis and comparison, the individual loses the ability to produce knowledge and becomes content with merely consuming it ready-made (Jalal, 2002: 45;

Shukri, 2023: 67). Proponents of this approach believe that developing critical thinking in educational institutions is the essential step in confronting intellectual emptiness and restoring cognitive awareness.

2. Structural Cultural Theory: This theory suggests that intellectual emptiness arises from the cultural structure itself, when a culture of consumption and superficiality prevails at the expense of depth and reflection. Societies fed with superficial symbols and reductive information lose their capacity for independent thought, leading to a value and knowledge vacuum (Al-Misbahi, 2015: 44; Aguerrebere, 2024: 77). This theory highlights the structural role of culture in shaping thought patterns and holds cultural and media institutions responsible for promoting superficial thinking.

3. Behavioral Educational Theory: This theory links rote learning and memorization methods to a decline in critical and creative thinking. The fewer opportunities a student has for analysis and deduction, the greater the likelihood of intellectual emptiness. Proponents of this approach believe that building curricula based on active learning and developing independent thinking is the way to counter this phenomenon (Al-Khouli, 2023: 123; Jalal, 2002: 48).

4. Political-Institutional Theory: This theory explains intellectual emptiness in light of the absence of freedom of expression and debate, and the dominance of authority or a single ideology within the educational and social environment. When thinking is restricted or forcibly directed toward a singular perspective, the capacity for creativity and knowledge production diminishes (Hanafi, 2024: 99; Rhodes, et al., 2022: 210; Unger, 2020: 65).

5. Socio-Media Theory: This theory points to the role that media and communication play in shaping collective thought. Media that focuses on consumption and empty debate promotes emotional thinking at the expense of rational thinking, leading to the emptying of consciousness of its content (Zavarzadeh, 1991: 83; O'Dwyer, 2024: 51).

Based on these perspectives, intellectual emptiness can be viewed as a product of the interaction of cognitive, cultural, and educational factors. Addressing this requires adopting intellectual and institutional strategies that foster critical and creative thinking and rebuild the relationship between thought and practice within the university environment (Suggs, 2014: 122; Gervas, 2021: 142; Laclau, 2018: 99).

Second: Theories Explaining Psychological Adjustment

Psychological adjustment is a fundamental concept in psychology, and various schools and theories have attempted to explain it from different angles, combining internal motivations with environmental and social factors.

1. **Psychoanalytic Theory:** This theory explains psychological adjustment as a balance between the components of personality (id, ego, and superego), enabling the individual to satisfy their needs without experiencing internal conflict. Disruption of this balance is a major cause of anxiety and maladjustment (Abu Bakr, 2018: 190; Ahmed, 2018: 11).
2. **Behavioral Theory:** This theory asserts that psychological adjustment is acquired through learning and experience. A well-adjusted individual is one who has learned appropriate behavioral patterns in response to situations and has achieved effective adaptation to their environment through positive reinforcement (Taha, 2007: 211; Al-Jama'i, 2008: 54).
3. **Humanistic Theory:** This theory posits that psychological adjustment is achieved when an individual succeeds in self-actualization and reaching their full potential, experiencing inner satisfaction and peace of mind. This approach forms the basis of the modern concept of positive psychology (Joseph, 2015: 58; Sundararajan et al., 2020: 112).
4. **Cognitive-Emotive Theory:** This theory explains psychological adjustment as a product of how an individual perceives and interprets situations. Negative thoughts lead to emotional and behavioral disturbances, while flexible and positive thinking promotes psychological balance and adaptability (Dallah, 2020: 84; Weiner et al., 2012: 98; Proctor, 2006: 73).
5. **Social Theory:** This theory suggests that psychological adjustment is inseparable from an individual's ability to adapt to their social environment and build positive relationships with others. Weak social interaction or isolation leads to psychological imbalance and a loss of belonging (Ibrahim, 2014: 101; Najla, 2006: 55; Kanas, 2008: 47).
6. **Modern Occupational-Cognitive Theory:** This theory links psychological adjustment to academic or professional performance, arguing that a sense of competence and achievement leads to psychological balance and inner satisfaction, while failure or feelings of inadequacy generate adjustment disorder (Voskoboynikov, 2016: 63; Danish EduGorilla, 2024: 80).

Third: Previous Studies:

In the context of researching the phenomenon of intellectual emptiness and its relationship to psychological adjustment, several previous studies have enriched this field, and they can be presented interconnectedly as follows:

In Abdul Ghani's study (2025), titled "Intellectual Emptiness Among University Students and a Proposed Approach to Working with Groups to Address It," the study revealed varying degrees of intellectual emptiness among students. However, it offered a glimmer of hope by proposing a practical model based on group work and critical thinking training, emphasizing that these methods can effectively contribute to developing thinking and creative skills.

Similarly, but with different results, Abdul Majeed's study (2023), titled "Intellectual Emptiness Among Students at Al-Mustansiriya University," showed in contrast to the previous study that students at Al-Mustansiriya University do not suffer from intellectual emptiness. Furthermore, no statistically significant differences were found between males and females. The researcher used a sophisticated scale whose validity and reliability were verified, thus reinforcing the credibility of these results.

Al-Haddad's study (2023), titled "Using the Empowerment Model to Mitigate Intellectual Emptiness Among Groups of Unknown Parentage," adopted a practical, applied approach. The results demonstrated the effectiveness of this model in reducing intellectual emptiness among girls of unknown parentage, opening new avenues for addressing this phenomenon through well-designed guidance programs.

Al-Otaibi's study (2006), titled "Psychological Stability and its Relationship to Intellectual Security Among College Students in Afif Governorate," complements this picture, revealing a direct positive relationship between psychological stability and intellectual security. This finding offers important insight into the interplay between the psychological and intellectual aspects, confirming that enhancing psychological stability can be a gateway to supporting intellectual security and developing cognitive abilities.

Commentary on Previous Studies: Previous studies on intellectual emptiness and its associated psychological aspects form an important reference framework for the current research. These four studies focused on examining the level of intellectual emptiness among university students and young people, making

them closely related to the study of intellectual emptiness among students at the College of Education, University of Misan.

These studies approach their subject from diverse perspectives. For example, Abdul Majeed (2023) measured the level of intellectual emptiness among students at Al-Mustansiriya University and examined gender differences, while Abdul Ghani (2025) presented a framework for a collective approach to addressing this phenomenon. From another perspective, Al-Otaibi (2006) explored the relationship between psychological stability and intellectual security, highlighting the interconnectedness of psychological and intellectual aspects. Al-Haddad (2023) focused on the practical side by using a training model to address intellectual emptiness among girls of unknown parentage. Despite the differences in their methodologies and target groups ranging from descriptive exploratory studies to applied interventions these studies share a common emphasis on the importance of understanding intellectual emptiness as a condition closely linked to the psychological and behavioral health of students. These studies differ in their methodologies and target groups, ranging from descriptive exploratory studies to applied interventions. These studies represent added value to the current research by providing measurement tools that can be developed, a theoretical framework that supports the study of the relationship between intellectual emptiness and psychological adjustment, and by leveraging previous applied experiences to formulate effective recommendations aimed at enhancing psychological adjustment and reducing intellectual emptiness among students.

Chapter Three

Research Methodology and Procedures:

Methodology:

This study adopted a descriptive-analytical approach, which is suitable for the nature of the research, which aims to uncover the relationship between intellectual emptiness and psychological adjustment among students at the College of Education, University of Misan. This approach helps in describing the phenomenon as it appears in reality, then analyzing its components and studying the relationships between them, thus providing a more comprehensive understanding of the research topic.

Research Population:

The study population included all students of the College of Basic Education at the University of Misan for the 2025-2026 academic year. According to the annual statistics for the 2024-2025 academic year, the number of students admitted to the morning program was 837, while the number registered in the evening program was 258.

Research Sample:

A sample of 110 male and female students from the College of Basic Education at the University of Misan for the 2025-2026 academic year was selected using simple random sampling from students regularly attending morning classes.

Research Tools:

To achieve the study's objectives, two main scales were used to collect data on the study's primary variables: intellectual emptiness and psychological adjustment. These scales were developed based on scientific models and previous studies, taking into account their suitability to the students' cultural and social environment.

- **Intellectual Emptiness Scale:** This scale was developed using the studies of Jalal (2002), Basyouni (2025), and Al-Otaibi (2023). It comprised 15 statements distributed across three axes: "Weakness in critical and analytical thinking (5 statements), reliance on readily available or superficial information (5 statements), and lack of intellectual and creative initiative (5 statements)."
- **Psychological Adjustment Scale:** This scale was designed based on the studies of Dallah (2020), Abu Bakr (2018), and Al-Jama'i (2010). The scale comprised 16 items distributed across three axes: "Ability to regulate emotions (6 items), social adjustment and self-satisfaction (5 items), and positive response to academic and social situations (5 items)."

Validity of the two instruments:

Content validity: To ensure the clarity and accuracy of the two scales, their initial versions were presented to a panel of expert reviewers specializing in psychology and education. They were asked to evaluate the items in terms of their clarity of wording, accuracy of expression, and relevance to the theoretical dimensions the scale was designed to measure. Based on their valuable

feedback, the wording of some items was revised to be clearer and more appropriate to the research objectives and the nature of the study sample.

Construct validity: To verify the scale's consistency, correlation coefficients were calculated between each item and its corresponding axis, as well as between the axes and the total score for each scale. The results showed statistically significant relationships at the 0.01 level, reflecting acceptable consistency within the scale. The results are shown in the following tables:

Table (1) Correlation coefficients of the scores of each item on the scale with the score of the axis to which it belongs within each axis

| Correlation coefficient | set | Correlation coefficient | set | Correlation coefficient | set | Correlation coefficient | set | axis | questionnaire |
|-------------------------|-----|-------------------------|-----|-------------------------|-----|-------------------------|-----|--|-----------------------------------|
| **0.61 | 4 | **0.59 | 3 | **0.78 | 2 | **0.63 | 1 | First: Weak critical and analytical thinking | Intellectual emptiness scale |
| | | | | | | **0.71 | 5 | | |
| **0.74 | 9 | **0.87 | 8 | **0.62 | 7 | **0.58 | 6 | Second: Reliance on readily available or superficial information | |
| | | | | | | **0.79 | 10 | | |
| **0.88 | 14 | **0.68 | 13 | **0.69 | 12 | **0.71 | 11 | Third: Lack of intellectual and creative initiative | |
| | | | | | | **0.73 | 15 | | |
| **0.52 | 4 | **0.68 | 3 | **0.84 | 2 | **0.83 | 1 | First: The ability to regulate emotions | Psychological compatibility scale |
| | | | | **0.76 | 6 | **0.64 | 5 | | |
| **0.59 | 10 | **0.69 | 9 | **0.75 | 8 | **0.64 | 7 | Second: Social adjustment and self-satisfaction | |
| | | **0.90 | 13 | **0.73 | 12 | **0.66 | 11 | | |
| **0.60 | 16 | **0.64 | 16 | **0.59 | 15 | **0.50 | 14 | Third: Positive response to academic and social situations | |
| | | | | | | **0.59 | 18 | | |

The correlation analysis shows that all values are significant at the 0.01 level. The correlation values for the intellectual emptiness scale ranged from 0.58 to 0.88, and for the psychological adjustment scale, they ranged from 0.50 to 0.90.

Table (2): Correlation Coefficients of Dimension Scores with the Total Scale Score

| Correlation coefficient | axis | scale | Correlation coefficient | axis | scale |
|-------------------------|---|-----------------------------|-------------------------|--|------------------------|
| **0.86 | The ability to regulate emotions | psychological compatibility | **0.78 | Weak critical and analytical thinking | intellectual emptiness |
| **0.80 | Social adjustment and self-esteem | | **0.82 | Reliance on readily available or superficial information | |
| **0.81 | Positive response to academic and social situations | | **0.79 | Lack of intellectual and creative initiative | |

It is evident that all correlation coefficients are statistically significant at (0.01), indicating that the dimensions represent fundamental components of the conceptual framework of both scales. The correlation coefficients for the Intellectual Emptiness scale ranged from (0.78–0.82), and for the Psychological Adjustment scale, from (0.80–0.86).

Verification of Questionnaire Reliability: Cronbach's alpha coefficient was used to estimate reliability, and the results showed the following:

Table (3): Reliability Coefficients (Cronbach's alpha) for each scale and dimension

| stability coefficient | axis | scale | stability coefficient | axis | scale |
|-----------------------|---|-----------------------------|-----------------------|--|------------------------|
| 0.86 | The ability to regulate emotions | psychological compatibility | 0.80 | Weak critical and analytical thinking | intellectual emptiness |
| 0.84 | Social adjustment and self-esteem | | 0.83 | Reliance on readily available or superficial information | |
| 0.82 | Positive response to academic and social situations | | 0.81 | Lack of intellectual and creative initiative | |

All values exceeded 0.70, reflecting a high level of reliability and internal consistency, and confirming the instrument's dependability in the analysis.

Scale Scoring: Responses were based on a five-point Likert scale with the following scores: (Very High = 5, High = 4, Moderate = 3, Low = 2, Very Low = 1). The arithmetic mean ranged from 1 to 5, allowing for an accurate quantitative assessment of the level of intellectual emptiness and psychological adjustment among the sample members.

Statistical Methods Used in the Research:

Data were analyzed using SPSS software (version 24) through:

- Frequencies and percentages of demographic variables.
- Pearson's correlation coefficient to verify construct validity.
- Cronbach's alpha coefficient to measure reliability.
- Arithmetic means and standard deviations to measure the level of intellectual emptiness and psychological adjustment. Chapter Four

Presenting and Interpreting Results

1- The Level of Intellectual Emptiness among Students of the College of Basic Education at Misan University. To achieve the first objective, the means, standard deviations, and availability scores for the dimensions comprising the Intellectual Emptiness Scale were calculated. The results showed that the level of intellectual emptiness was low, reflecting the students' possession of a degree of critical thinking and intellectual initiative, albeit to varying degrees. The results were presented as follows:

Table (4): Arithmetic Mean and Standard Deviation of the Responses of the Research Sample on the Intellectual Emptiness Scale Among Students of the College of Basic Education at Misan University

| order | Availability level | standard deviation | arithmetic mean | axis |
|--------|--------------------|--------------------|-----------------|--|
| First | low | 0.52 | 2.15 | Weak critical and analytical thinking |
| Second | low | 0.47 | 2.08 | Reliance on readily available or superficial information |
| Third | low | 0.50 | 1.95 | Lack of intellectual and creative initiative |
| | low | 0.49 | 2.06 | The scale as a whole |

The study's findings indicate that college students possess a good level of intellectual maturity. The results showed a low level of intellectual emptiness in all its aspects, meaning that most students have acceptable analytical and critical thinking skills and do not rely heavily on readily available, superficial information.

- Furthermore, the lack of intellectual initiative was not a prominent issue among the students, demonstrating their degree of independent thinking and their ability to effectively formulate ideas and inquiries. This enhances their capacity to process information in depth and encourages the development of their creative thinking. In more detail, we find that:
- Weakness in critical and analytical thinking had an average score of (2.15): While this was relatively high among the dimensions, its value remains low, indicating that students recognize the importance of critical thinking but may face some challenges in analyzing information and texts in depth.
- Reliance on readily available information had an average score of (2.08): This low score reflects the students' eagerness to seek knowledge independently and their ability to understand information on their own, a positive indicator of the development of their self-learning skills. The lack of intellectual and creative initiative received a mean score of (1.95), the lowest among the dimensions. This confirms that most students are capable of generating new ideas and thinking outside the box, although this ability varies from student to student.

2. Significance of Differences in Intellectual Emptiness Based on Gender (Male and Female). To determine the significance of differences in intellectual emptiness based on gender, an independent samples t-test was used to compare the mean scores of males and females on the intellectual emptiness scale. The results showed the following:

Table (5): Mean scores of males and females on the intellectual emptiness scale and the t-test

| Statistical significance | Level of significance | t - test | | standard deviation | arithmetic mean | No. | Gender |
|--------------------------|-----------------------|----------------------|-------------------------|--------------------|-----------------|-----|--------|
| | | Tabular value of (t) | Calculated value of (t) | | | | |
| No-significance | 0.21 | 1.98 | 1.26 | 0.47 | 2.12 | 52 | Male |
| | | | | 0.50 | 2.00 | 58 | Female |

The results show no statistically significant differences between males and females in the level of intellectual emptiness, with a t-value of 1.26 at a significance level of 0.21, which is higher than 0.05. This indicates that gender does not affect the level of intellectual emptiness among students at the College of Basic Education.

This similarity between males and females is attributed to the similarity of their educational, cultural, and social environments, which makes their exposure to intellectual experiences and knowledge sources largely comparable. It can also be explained by the fact that manifestations of intellectual emptiness represent a general cognitive phenomenon that is not related to gender as much as it is related to the extent of a student's exposure to educational experiences that stimulate critical and analytical thinking.

3. What is the level of psychological adjustment among students at the College of Basic Education, University of Misan? The sample's responses were analyzed on the psychological adjustment scale, and the results showed that the level of adjustment was within acceptable limits (moderate to relatively high), indicating that the students possess a degree of adaptation to their social and academic environment, despite some challenges. The results were as follows:

Table (6): Arithmetic Mean and Standard Deviation on the Psychological Adjustment Scale among Students of the College of Basic Education at Misan University

| Order | Availability level | standard deviation | arithmetic mean | axis |
|--------|--------------------|--------------------|-----------------|---|
| First | acceptable | 0.58 | 3.65 | First axis: Social relations |
| Second | acceptable | 0.62 | 3.52 | Second axis: Independence in the social environment |
| Third | acceptable | 0.60 | 3.45 | Third axis: Acceptance of social norms |
| | acceptable | 0.60 | 3.54 | Questionnaire as a whole |

The results show that college students enjoy good mental health, particularly on a social level, demonstrating a clear ability to build positive relationships with their peers and professors. These social skills significantly contribute to fostering their sense of belonging and support within their university environment.

Students also exhibit a remarkable degree of independence in their interactions with their surroundings, enabling them to confidently express their opinions and personal needs. However, their acceptance of social rules and regulations appears to be lower than in other areas, which may reflect some challenges in accepting university and social constraints. This could stem from their desire to strike a balance between adhering to regulations and enjoying the freedom to express their personalities. Looking at the details, we observe that:

- Social relationships received the highest average score (3.65), confirming the students' success in building a supportive and positive network of relationships that contributes to their psychological well-being.
- Independence in the social environment recorded an average score of (3.52), reflecting the students' ability to manage their university and personal affairs with a good degree of autonomy and decision-making skills.
- Acceptance of social rules had an average score of (3.45), indicating some difficulty in accepting restrictions and regulations. This is a normal phenomenon at this age, as students search for their identity and try to balance the demands of discipline with their desire for independence.

4. Significance of differences in psychological adjustment according to the gender variable (males and females). To determine the significance of differences in psychological adjustment according to the gender variable, an independent samples t-test was used to compare the average scores of males and females on the psychological adjustment scale. The results showed the following:

Table (7): Average scores of males and females on the psychological adjustment scale and the t-test

| Statistical significance | Level of significance | t - test | | standard deviation | arithmetic mean | No. | Gender |
|--------------------------|-----------------------|----------------------|-------------------------|--------------------|-----------------|-----|--------|
| | | Tabular value of (t) | Calculated value of (t) | | | | |
| No-significance | 0.11 | 1.98 | 1.59 | 0.56 | 3.48 | 52 | Male |
| | | | | 0.61 | 3.60 | 58 | Female |

The results show no statistically significant differences in psychological adjustment between males and females, with a t-value of 1.59 at a significance level of 0.11, which is higher than 0.05.

This indicates that gender is not a significant factor influencing the level of psychological adjustment among students at the College of Basic Education. This can be explained by the fact that both genders face similar academic and social circumstances within the university environment, leading to a comparable level of psychological adjustment. Furthermore, male and female students participate in standardized educational programs and university activities that contribute to a degree of emotional and social balance.

5. The Relationship Between Intellectual Emptiness and Psychological Adjustment Among Students at the College of Basic Education, University of Maysan: To measure the relationship between intellectual emptiness and psychological adjustment, Pearson's correlation coefficient was used. The results showed a statistically significant negative correlation, meaning that a decrease in intellectual emptiness is associated with a higher level of psychological adjustment, and vice versa. The results are presented in Table (8): Pearson's Correlation Coefficient for Measuring the Relationship between Intellectual Emptiness and Psychological Adjustment

| Type of relationship | (Sig) | Pearson's coefficient value | The two variables |
|----------------------|-------|-----------------------------|---|
| Negative function | 0.001 | 0.36- | Intellectual emptiness * Psychological compatibility |

The results demonstrate a clear link between a student's thinking style and their mental health. The greater a student's critical thinking and intellectual initiative, the lower their level of intellectual emptiness and the higher their level of psychological and social adjustment.

These results reveal that students who rely on pre-packaged ideas and struggle with critical analysis tend to face greater challenges in their psychological and social adjustment. The researcher explains this phenomenon by suggesting that possessing critical and creative thinking skills enables students to understand the challenges and problems they face more deeply, allowing them to cope with stress more effectively and improving their psychological stability.

Furthermore, the ability to think critically empowers students to understand complex social situations and manage conflicts constructively, which positively impacts their mental health. Conversely, relying on superficial information and lacking intellectual initiative can limit a student's ability to adapt to changes and

increase their vulnerability to psychological stress and difficulties in interpersonal relationships.

This underscores that developing thinking skills is not limited to improving academic performance; its positive effects extend to enhancing a student's psychological and social well-being, making them better equipped to face the challenges of university life and beyond. Conclusions

1. The level of intellectual emptiness was low among students at the College of Basic Education, University of Misan, indicating their possession of a good degree of critical and analytical thinking and their lack of excessive reliance on readily available or superficial information.
2. The level of psychological adjustment was moderate to relatively high, indicating the students' ability to adapt to their academic and social environment and maintain an acceptable emotional balance despite academic pressures.
3. There were no statistically significant differences in intellectual emptiness based on gender, meaning that males and females are similar in their level of thinking, analysis, and intellectual initiative, due to the similarity of their educational and cultural environments within the college.
4. There were no statistically significant differences in psychological adjustment based on gender, reflecting that both genders enjoy a similar level of psychological and social balance under similar academic conditions.
5. The results showed a statistically significant inverse correlation between intellectual emptiness and psychological adjustment, meaning that a lower level of intellectual emptiness is associated with a higher level of psychological adjustment, and vice versa.
6. The results reveal that students' intellectual and psychological abilities operate within an integrated system. The more critical and creative a student is, the more balanced and harmonious they are with themselves and their university environment.

Recommendations:

1. Develop university programs that aim to enhance students' critical and creative thinking skills and connect them to real-life and educational situations.
2. Include topics related to mental health and social adjustment in the curriculum of the College of Basic Education to raise students' psychological awareness and develop their coping and self-discipline skills.

3. Activate psychological and educational counseling programs within the college to provide support to students who suffer from poor psychological adjustment or exhibit signs of intellectual emptiness.
4. Encourage scientific research and open discussion in classrooms to foster intellectual initiative and the ability to analyze and constructively critique ideas among both genders without discrimination.
5. Activate extracurricular student activities that allow for the free expression of ideas, develop social skills, and strengthen positive relationships among students.
6. Conduct workshops and training courses on emotional management and self-regulation skills to enhance psychological well-being and help reduce stress levels and university alienation.

Suggestions:

1. Conduct future studies exploring the relationship between intellectual emptiness and new variables such as academic achievement, emotional intelligence, and cultural awareness.
2. Conduct field research to compare differences in intellectual emptiness and psychological adjustment among various colleges within Misan University and other universities to determine the impact of the educational environment.
3. Design therapeutic training programs aimed at reducing intellectual emptiness and improving students' critical thinking skills, with subsequent measurement of their impact on psychological adjustment.
4. Study the impact of family, social, and economic factors on the psychological adjustment of university students and their correlation with levels of intellectual emptiness.
5. Adopt a qualitative approach (interviews and focus groups) to gain a deeper understanding of students' mental and psychological experiences and explore their mechanisms for coping with intellectual and emotional challenges.

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