

The Authentic personality of male and female teachers

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Research Summary

The current research aims to know:

- 1- Measuring the authentic personality of male and female teachers.
- 2- Significance of differences in the original personality according to the gender variable (male-female).
- 3- The significance of the differences in the original personality according to the variable of specialization (scientific - human).
- 4- Significance of differences in the original personality according to the service variable (more than 10 years - less than 10 years).

In order to achieve the objectives of the research, the researchers adopted the authentic personality scale. The researchers adopted the scale (Al-Ghalabi, 2022) to measure the authentic personality, which consists of (41) items in its primary form, distributed over (4) domains, with (8) items for the first domain, self-awareness, and (11) items for the second domain, unbiased treatment, and (13) a paragraph for the third domain, self-consistent behavior, (9) a paragraph for the fourth domain, orientation towards interpersonal relationships. The research was conducted on a sample of (400) male and female teachers from Dhi Qar Governorate, Shatrah Education Department, distributed according to gender (207) males (52%) and (193) females (48%). The sample (400) was chosen. A teacher and a teacher using the simple stratified random method, then the items of the scale were analyzed logically and statistically to calculate their discriminatory power, and their validity coefficients. For the purpose of ascertaining the research procedures and its results, the researchers used the following statistical methods: the t-test for one sample _ the t-test for two independent samples _ Pearson's correlation coefficient _ and the test of significance for the independent correlation coefficients -

The results resulted in the following:

1. The authentic personality of male and female teachers is at a high level.

2. There is a statistically significant difference in the original personality, according to the gender variable, in favor of males.
3. There is no statistically significant difference in the original personality according to the specialization variable.
4. There is no statistically significant difference in the original personality according to the service variable.

Keywords : Authentic personality. Teachers and teachers

Chapter one

Research problem:

The lack of authentic personality leads to feelings of distress and dissatisfaction because it pushes individuals to engage in coercive and abnormal behavior, which makes them feel distressed and dissatisfied (Menegers, 2014: p. 13). Although the interest in the concept of the authentic personality has existed for centuries, it has been neglected during the previous decades in psychology and experimental psychology, and the diversity of definitions, measures and theories has led to confusion in determining what the authentic personality is (Wood et al. , 2008: p 386). Neff and Harter (2002) examined people who subjugated their needs in close relationships to avoid confrontation, and to accept outside influence. Provided that they subjectively felt inauthentic, they reported lower levels of self-esteem and more depression (Neff, K, D, Harter, 2002: p403). The characteristic of the authentic personality requires that the person not only accept the contradictions of life and its difficulties and pressing circumstances, but also accept his personal mistakes and failures as well. The idea of a person's ability to fully control and tame himself is a myth. In the human psyche there are powers and aspects that a person may not be able to control and control. Hence the importance of man's tolerance and compassion for himself, and it is impossible to forgive and be kind to himself without a level Except from the spiritual orientations in life, those orientations that make him seek mercy, beauty, truth, and goodness in everything that surrounds him (Salim, Abu Halawa, 2018: p. 139). As noted by Peterson and Seligman, the majority of people agree that dignity, authenticity, and honesty are among the most basic human virtues. However, psychological databases are almost devoid of research dealing with these virtues in relation to other psychological variables (Peterson & Seligman, 2004: p 205). On the basis that the behavior is goal-driven, the inauthentic behavior was driven by three goals (behaving professionally, that is, in a serious and non-emotional manner, avoiding conflict, and preserving the job), but the negative effects that were associated with the inauthentic behavior were multiple, such as feeling dissatisfied. Stress,

low self-esteem, and low productivity at work negatively affected individuals. Thus, authentic behavior was defined as a positive job experience, while inauthentic behavior was a negative job experience (Sutton, 2018: p 26-29). Through the researchers' review of the literature related to the concept of authentic personality, they found that there is a large discrepancy in the opinions of specialists, so the current study came as an attempt to answer the following question: **What is the extent of authentic personality among male and female teachers?**

The Importance of Research:

Since the emergence of positive psychology, interest is no longer limited to improving and building the capabilities of individuals, but also to increasing flexibility and improving the quality of life, as well as developing an authentic personality that helps in achieving the individual's basic needs, enriching the meaning of life, positive orientation towards life, optimism, and Achieving personal growth, wisdom, and achieving growth and prosperity for individuals (Ghaderi et al, 2019: p65). The concept of the authentic personality embodies the creator's ability to think and express himself in an independent way in which he is free from external pressures and dictates (Davies, Kathleen, 2009: p156 & Robert). With the emergence of the positive psychology movement, interest in the study of the authentic personality dimension increased. Which distinguishes man from other living beings (Gable & Haidt, 2005: p105). Since the authentic personality is a complex concept, and whatever its origins are due to philosophical considerations, which means (be yourself and not be someone else), as I consider authenticity a moral duty through the individual's knowledge of himself and acting accordingly, and within the contents of human and existential psychology, individual differences are considered. In the authentic personality is important for liberation from psychological problems (Wood et al, 2008: p386). Authentic Personality, or the individual's knowledge of his thoughts and feelings, and acting according to them, are actually synonyms for Being Your Self, whose importance was acknowledged by the famous American writer "Ralph Waldo Emerson," who is credited with saying, "Being yourself in the world is an attempt He made you something else, which is the greatest achievement" (Mengers, 2014: p6). Arguably the most influential ideas regarding authentic personality come from Carl Rogers and Abraham Maslow, key psychologists of the humanist movement. In defining a fully functioning human being, Rogers (1961) describes an authentic individual as one who can receive, interpret, and act upon their emotional responses and internal states, and notes that those unable to display authenticity, whether in their relationship with themselves or others, were at risk. stagnation, unable to become fully aware. In order to experience positive personal growth and change, authenticity was key (Mengers, 2014: p 14). And (Lucas, 2003) saw that man's handing over the reins of his life, direction, path, and gratitude to others in it denies all that God has endowed man with aspects of distinction, personal uniqueness, and self-authenticity, and this represents the most common form of heartbreak after a person sees that his dreams, aspirations, and hopes in life have been in vain. scattered, which means that a person denies the attribute of authenticity and uniqueness with the associated wrong choices, a voluntary choice of his psychological death, and the Authenticity

Personality attribute reflects the extent of a person's awareness of himself, his confidence in his abilities, and his knowledge of his goals in life within the framework of his perceptions of the meaning of life and its ultimate goals, which enables him to Determine the direction, path and content of his life without denying the prevailing and the familiar and at the same time without cocooning around the self, and according to the contents of human psychology and existential psychology, individual differences in the authentic personality dimension are among the central indicators for understanding the level of psychological well-being and freedom from mental disorders (May, 1981 Yalom, 1980). Advocates of the psychodynamic approach also emphasized the importance of the authentic personality dimension in determining the level of human mental health (Winnicott, 1965) (Salim, Abu Halawa, 2018: pp. 135_136). Authentic personality consistency is often highly valued, as seen for example in the intuitive belief in trait theories that consistency across situations is personality. Personality is defined as patterns of thoughts, feelings, and behavior consistent with situations, as in the trait approach. (McCrae & Costa, 1990). The resilience in these patterns is seen as a mistake and a threat to the construction of personality or even pathology. An alternative view is to see this situational variability as an indication of a subtle but deeper organization of the personality system (Shoda & Mischel, 2000) signifying that the way personality is built involves adaptation to different situations. Changes in personality over the course of a lifetime also point to the importance of individual interactions with the environment rather than just the general maturation process. (Scollon & Diener, 2006) (Sutton, 2018: p118). Therefore, one of the authentic personal qualities that must be available in a successful teacher is his emotional balance so that he is not easily annoyed and his temperamental image does not appear to be repulsive. Therefore, the teacher must strive for himself in order to gain the virtue of patience, patience, dignity, reassurance, and other things. It sends tranquility and radiance to the students (Al-Amiri, 2009: p. 45). All of this contributes to building the authentic personality of male and female teachers, which motivates them to work effectively, help their students discover their mental abilities, help them adapt to life and society, and build creative thinking at the same time.

Theoretical importance

1_ Through what the researcher reviewed of studies and literature, she touched on the issue of the importance of authentic personal optimism in the performance of the individual, especially male and female teachers.

2_ The attempt to search by studying this variable is to reach new generalizations that benefit researchers in their subsequent research.

3_ The study of the current research fills a void in the Arab and Iraqi libraries in particular.

Practical Importance

1_ Availability of a tool that can be used to study the authentic personality.

2_ The results can enrich the educators in enhancing the authentic personality of male and female teachers.

3_ This study can be considered the starting point for many researches and studies that deal with the variable of the authentic personality.

Research objectives:

The current research aims to know:

1- Measuring the authentic personality of male and female teachers.

2_ Significance of differences in the original personality according to the gender variable (male-female).

3_ Significance of differences in the original personality according to the variable of specialization (scientific - human).

4_ Significance of differences in the original personality according to the service variable (more than 10 years - less than 10 years).

Research limits:

1_ **The limits of concepts:** it includes the variable of the current research in the predispositional optimism of male and female teachers.

2_ **Human limits:** The research is limited to a sample of male and female teachers, of both sexes (males and females) and those with specialization (scientific _ and human) and years of service (more than 10 years _ and less than 10 years).

3_ **Spatial boundaries:** The search was limited to the General Directorate of Education in Dhi Qar Governorate, Shatrah Education Department.

4_ **Temporal limits:** for the academic year (2023-2022).

Definition Of Terms

Authentic personality, defined by:

_ **Kearns and Goldman (& Goldman, 2006 Kernis):** It is the interaction of a person in his daily life in a way that matches his true self without fabrication, politeness, or acquiescence to any irrational pressures or conflicts with his perceptions and visions of life, which represents a behavioral embodiment of the phrase “be you” and not a person another (Kernis & Goldman, 2006: p294).

Chapter II

A theoretical framework and previous studies:

Authentic Personality

Personality is a newly used word. Personality has been defined as: the features that distinguish a person from others. In the English and French languages, the word “personality” is taken from the Latin origin “persona” which means the mask that the actor used to wear when he performed the role he was playing, or when he wanted to appear in a certain way in front of people according to what he wanted to say or do (Albert, 2014: p. 12). (Pravin, 2010) believes that there is consistency and coherence in personality, and on the other hand, there is difficulty in predicting the individual's life paths, as the stability and change in personality over time during the course of life depends on the personality area of interest, the scales used, the age group, and the time distance that The research is concerned with it (Pravin, 2010: p. 472). There are many scientific views of personality, including: Carl Rogers (1961) describes personality in terms such as self, as the organized, stable, self-aware entity that occupies the deepest experience of all (Haridy, 2011, p. 20). While Albert (2014) believes that personality: it is a set of traits - interacting with, physical and psychological (inherited or acquired), traditions, habits, emotions and values some of them and as seen by others through dealing with others in social life (Albert, 2014: p. 11) Cattell (1965) also focuses in his interpretation of the concept of personality on the predictive value, seeing that personality is what we can predict what a person will do when placed in a certain situation. p. 17). Despite the multiplicity of scientific points of view on the definition of personality, most theories, if not all, agree that personality is evident from the "relatively constant method of behavior". future with a high degree of honesty. When someone you know behaves differently, or his response is different than usual, we say that his personality has changed. The change of personality is not sudden, but it takes a long period of time (Al-Rahman, 1998: p. 27).

Poets, theologians, scholars, and philosophers have long sought to define who is truly authentic. Descriptions of authentic performance are found among a variety of works and disciplines across the arts and sciences. Descriptions of authenticity within the boundaries of language have been described loosely in topics as diverse as morality and well-being. Consciousness, subjectivity, subjective processes, social or relational contexts, or are characterized by terms of their opposite (i.e., inauthenticity) with references to inauthentic life, false self-behaviours, or self-deception Baumrind (1971: p2). Aristotle discussed how people's pursuit of the highest degree of goodness involves various virtues (for example continuity, pleasure, and friendship) while the highest good refers to the end towards which people strive only, every other good is pursued for the sake of the highest good as such, since the relationship described between striving Beyond good and the highest good emphasizes a sense of unity or complementarity between people's endeavors, a perspective proposed by contemporary self-theorists that reflects self-organization. People's

lives because it allows them to organize their lives well "like an archer who aims at a target." Thus, from this perspective, real performance is the result of sustained activity consistent with a deep sense of purpose (Deci & Ryan, 1999: p627) "I prefer to be honest with myself, Even at the risk of being ridiculed by others, I would rather be phony, and bear my own loathing" Frederick Douglass (Goldman, 2004: p2). Although the concept of authentic personality traces its origins back to ancient Greek philosophy with its emphasis on the saying "Be yourself and not be someone else" and the saying "Know yourself" (Harter, 2002: p385), the oldest opinions may date back to Socrates' position that life is not The unexamined is not worth living. While self-actualization is paramount to Socrates, the importance of actions is emphasized in Aristotle's work. Aristotle viewed ethics in terms of people's pursuit of the higher good. In particular, he suggested that the highest good is "Activity of the soul according to the best and full virtue in perfect life" (Kernis, & Goldman, 2006: p284). Arguably, the most influential ideas regarding authentic personality come from Carl Rogers and Abraham Maslow, the main psychologists of the humanist movement, as Rogers described (1961) the authentic individual as one who is fully functional and can receive, interpret, and act upon his or her emotional reactions and inner states. To become fully aware persons (Rogers, 1961: p170).

As for Maslow, he believes that the living being is inherently good, and that its behavior falls within one basic motive, which is the pursuit of self-actualization, as the contribution that Maslow made to human psychology is his concept of the pyramid of needs, where he indicates that man must begin first By satisfying his needs, which lie at the base of the pyramid, up to the top of the pyramid, where the need is for self-realization (Monty, 1980: p35). According to Maslow, man is free and therefore responsible for his behavior, as this freedom appears when he decides to satisfy his needs and when he chooses the appropriate methods for the purpose of satisfying these needs. Up the ladder of needs, and he has the ability to choose and know his thoughts as well as his feelings, and the conformity of these ideas with his behaviors. Like much of the content of positive psychology, interest in authenticity and its perceived importance to well-being has existed for centuries (Mengers, 2014: p13). Philosophy, the studies of Martin Heidegger and Jean-Paul Sartre are considered prototypes for characterizing the authentic personality (Kernis & Goldman, 2006: p290). The human being transcends his motives until he chooses what makes him able to achieve his existence and thus be able to achieve his destiny. others (Saleh, 1988: p. 212). As Sartre (1956) believes that our choices make us who we really are (Sharf, 2019: p. 383), while (Craig) believes that authentic people have and have to stand on their own and they are more flexible and open, as described by May (1966) authentic personality In four stages of developing existential awareness (the stage of innocence, the stage of interaction with the values of society in general and the values of parents in particular, the stage of individual self-awareness, the stage of individual awareness of the outside world and how it relates to it) (Sharf, 2019: p. 390).

Self-determination theory (Deci & Ryan, 2000) provides another explanation for the authentic personality, as this theory states that humans have three basic psychological needs: competence,

autonomy, and relatedness, when these three needs are met. Leads to the development of the authentic personality of individuals (Mengers, 2014: p15) Also, the self-determination theory (SDT) confirms that social roles have a great role in the individuals' feeling of authentic positive feelings, especially when they have successful and effective roles within the group, as these roles make them feel competent And connection and independence, which allows them to express their authentic personalities in a real way, when the legislation of social roles is compatible with the authentic self of individuals, and this indicates that the social roles practiced by social groups not only serve the group, but also serve the individuals (Bettencourt, & Sheldon, 2001: p1142 While the defenders of the value of social reform (Kernis & Goldman, 2006) based on their emphasis on the importance of positive investment of the comparative advantages of each individual presented a multi-component concept of the authentic personality in that it is the interaction of the individual in his daily life in a manner consistent with his true self without Any obstacles that consist of four components: (self-awareness, unbiased processing, consistent behavior with true self, and orientation towards relationships with others (Kernis & Goldman, 2006: p294). Kearns and Goldman (Kerins & Goldman, 2006) also added the relational component (relationships with others) to the definition of authenticity: it is the interaction of the individual in his daily life in a way that matches his true self without any obstacles, which included four sub-measures (awareness and unbiased treatment). Self-determination theory (SDT), behavior, and orientation towards relationships with others) It is a psychological and social theory that helped expand the idea of self-realization for Rogers, as Rogers (1959) explained that the process of authenticity occurs as a natural tendency towards self-realization For the individual to become independent, this means that there is a natural need for the individual to be authentic and this leads to positive well-being, as the theory of self-determination added to Rogers' idea the tendency of individuals to go towards growth and development in life and to achieve their potential in their environment, as individuals are the ones who decide their own destiny when organizing themselves In order to meet three psychological needs (autonomy, competence, and connection) instead of meeting the needs of others or the expectations of others (Mayton, 2018: p 2 - 4) An adage: Tell the truth so you don't have to remember what you said don't have to remember what you said" Seligman, 2004: p206).

The theory explaining the authentic personality

Kearns and Goldman's theory of personality authenticity: (Kernis & Goldman, 2006)

Conceptions of authenticity owe a great deal to the conception (Rogers, 1961) of the self-actualizing or fully functioning individual as emphasized by (Maslow, 1968), who possesses the following characteristics.

First: the fully functioning individual is open using the subjective and objective experience that life goes through, and this openness is accompanied by tolerance for ambiguity and a tendency to accurately perceive events, rather than defensively distorting them or imposing censorship on them.

Second: Individuals who work with all their energy can live fully in the moment, they are adaptable and flexible, and they experience the self as a chain process and not a fixed entity.

Third: They naturally trust their inner experiences to guide their behaviour.

Fourth: A person who is fully functional experiences freedom, so that this freedom may be reflected in the attitudes that the person adopts towards experiences, even if the environment is static, one still has a choice about how to respond and feel about it.

Fifth: The fully functioning individual is creative in his approach to life, rather than falling back on long-established patterns of behavior that become unnecessarily restrictive. This creativity is fueled by strong confidence in the individual's inner experiences and willingness to adapt to ever-changing circumstances. (Kernis & Goldman, 2006: p294)

(Kernis & Goldman, 2003) indicated that most views on authenticity emphasize the extent to which an individual's thoughts, feelings, and behaviors reflect the true or essential self. Moreover, most views emphasize a non-defensive attitude towards evaluative information, openness towards inner experiences, and trust. In them, and the realization of interpersonal relationships, and in line with these viewpoints define authenticity as a process without a driver of the true or essential self in an individual's daily project. However, instead of looking at authenticity as a single unitary process, they suggest that authenticity can be divided into four separate but interrelated components. We refer to these components as self-awareness, unbiased treatment, behavior consistent with the true self, and orientation towards relationships with others, so that each of these components focuses on an aspect of authenticity in a distinct way, despite its association with each of the other components (Kerins, 2003: p5). .

1- Self-awareness:

According to Kernis & Goldman, self-awareness refers to having knowledge and confidence in one's motives, feelings, desires, and related perceptions, motivation to increase, and includes, for example, knowledge of what food one likes and dislikes, the extent to which one is motivated to lose weight, and whether the feeling is anxious or depressed, in what circumstances a person is likely to be talkative, whether he wants to attend a graduate school, a vocational school, etc. Moreover, it involves motivation to know such things as one's strengths, weaknesses, goals, aspirations, personal characteristics, and situations. On the other hand, knowledge of the individual's tendencies and characteristics (the true self) enhances the integration of the inherent poles of the individual in a coherent and multi-faceted self-representation, as suggested by Perls and his colleagues (1951) that people are not binary, they are not introverted or extroverted, but

one aspect of these dualities prevails (Figure) generally on the other (ground), that individuals possess both sides to some degree, and as people function more credibly, they become more aware of the fact that they possess these multifaceted self-aspects and seek to integrate them into a coherent self-structure, in short consciousness includes knowing and accepting the multifaceted self-aspects Which is potentially contradictory (i.e. being introverted and extroverted) in contrast to the strict recognition and acceptance of only those self-aspects that are internally consistent with the individual's overall self-concept (Kernis & Goldman, 2006: p294). Goldman & Kernis, 2005 also believed that this apparent contradiction could be resolved through what was stated by (Bullahs, 1988 & Martin) the concept of functional flexibility, so that functional flexibility includes confidence in the individual's ability to call upon multiple, perhaps contradictory, self-aspects to deal with situations In life, an individual with a high degree of functional flexibility believes that he will experience little anxiety or difficulty in calling this multiple self because it is well defined and can be activated with confidence. (Goldman, et, al, 2005: p99).

2_ Unbiased treatment:

The second component of authenticity includes the unbiased processing of self-related information, in a different way. This component includes an objective assessment and acceptance of both positive and negative self-aspects and the self-relevant evaluative process. On the contrary, it does not involve selective denial, distortion or ignoring of positive and negative self-information. For example, an individual's positive achievements or poor performance. Some people, for example, have great difficulty acknowledging their limited skills in a particular activity, but instead of accepting their poor performance, they may rationalize its effects, downplay its importance, or invent a completely new and better score. Among them, others have difficulty recognizing the positive aspects rather than themselves or their abilities, and interpret their success as resulting exclusively from luck. Processing positive and negative evaluation data in an objective manner allows individuals to gain accurate self-information that they can use to make informed decisions regarding their skills and abilities. Correspondingly, distorting information is exaggeration. In the positive traits of the individual or minimizing as much as possible of the negative traits may feel good in the short term, but it is detrimental in the end (Kernis & Goldman, 2006: p297) The main benefit of unbiased processing is that it contributes to an accurate sense of self. It has short-term or long-term effects, and the more important the outcome, the more important the accuracy. Pursuing the right occasion and investing time in developing one's talents all benefit from accurate or unbiased processing of evaluative information. unintentionally because relevant knowledge is ignored or distorted (Robins & Beer, 2001: p340) and Kernis & Goldman indicated that individuals with a high degree of unbiased processing have motivation to evaluate themselves objectively regarding the negative and positive subjective aspects, and therefore the information processing is relevant Relating to self in an unbiased manner is more likely to reflect what he referred to as a sense of self-compassion. (Nev, 2003: p223)

3_ Behavior consistent with the true self:

Where the third component of authenticity includes human behavior, specifically if the individual acts according to his true self, as it means acting authentically according to the individual's values, preferences, and needs rather than acting merely to please others or to comply with expectations or comply with social standards. Also, authenticity and behavioral credibility are limited when he acts. People wrongly seek external rewards or avoid punishments. Distinguishing between authentic versus inauthentic behavior can be complex. For example, there are situations in which honest expression of one's true self may lead to severe punishments such as insults. In such cases, behavioral authenticity exists when The person is aware of the possible negative consequences of his behavior and chooses to act in ways that express his true self. Also, authentic human behavior does not reflect compulsion to be one's true nature. Rather, a person can choose to express his true feelings, motives and inclinations, as psychologists find that people who seek to achieve goals They are less depressed, they feel more vitality and energy, and generally more psychologically adapted than people who pursue goals that do not correspond to their essence, and therefore it is very important to think about why people adopt their goals (Barret-Lennard, 1998). Since when people adopt goals because they are personally important and enjoyable, they enjoy better psychological and physical health than if they adopt goals because they feel pressure from others, because they want to avoid feelings of guilt or anxiety, that is, they are signs that the goal does not fully correspond to the essence of the self, and in general people Those whose behavior is consistent with who they really are and their central values are happier and healthier than people whose behavior depends primarily on obtaining rewards or avoiding punishments (Barret-Lennard, 1998: p92).

4_The relational orientation:

Where the fourth component of authenticity includes the individual's relational orientation towards close others, that is, to what extent one appreciates and achieves openness and honesty in his close relationship, where authenticity and relational credibility also require the appreciation of close others to see the person's truth, whether it is good or bad, and in a different way that reflects the orientation Authentic relational is the ability and motivation to refer to the authentic self of the individual. Thus, the authentic relational orientation involves engaging in self-disclosure processes that promote the development of close relationships and mutual trust. In contrast, the inauthentic orientation of the relationship reflects intentional falsification of impressions towards close others, or failure to express. They express their true self actively and openly for fear of rejection, for example. Then, the interdependent and healthy relationships of the authentic personality include confidence and self-disclosure, and people differ in their willingness or ability to share their weaknesses and shortcomings with their partners in the relationship, and those whose close relationship involves Mutual intimate self-disclosures are generally more satisfied with their relationships than people whose close relationships involve more superficial or non-reciprocal self-disclosures. (Kernis, 2003, p14) Recognizing self-

concepts and unbiased processing of information related to those self-concepts facilitates authentic action by presenting a clear picture of what the values and preferences of the individual are and which of them are externally focused. However, authentic behavior is not a compulsion to be oneself. It is the freedom and conscious choice to act in accordance with one's values and preferences. Authentic behavior is useful. Evaluating the fourth and final component of authenticity: the relational orientation, as it consists. The relational orientation is the individual's pursuit of openness and honesty in close relationships, as it is characterized by honesty in the individual's intentions and actions with close others, as well as a careful assessment of beliefs about one's relationships with others, close, and although the four aspects of authenticity are interrelated with each other, they are in fact separate components of authenticity, where the individual finds himself inside a situation in which his authentic behavior is inhibited, may wish to express his true thoughts and opinions about a particular situation but is otherwise thwarted. His unbiased processing, awareness and even relational orientation may continue unhindered (Shiffett, et, al, 2020 : p97). Authentic relationships also include a mutual process of self-disclosure, intimacy and mutual trust, and therefore the relational nature involves developing and achieving safe connections with relatives, which enhances the true expression of aspects of the basic self without the threat of retaliation or criticism, and to support this dispute Kernis Goldman stated that the higher relational orientation associated with certain patterns of higher attachment and other patterns of attachment as well as lower sensitivity to rejection, in short, people who obtain a high degree of relational validity will participate in healthier, more satisfying, and fully functional relationships compared to people with low relational validity (Kernis, et, al, 2004). : p38). Kernis & Goldman viewed these multiple components of authenticity as linked together but separate, as there are always situations in which environmental pressures may prevent true self-expression. A person may not express his true opinion to a close friend who suffers from severe depression, although he may be frustrated of behavioral and perhaps relational authenticity in such cases, but credibility at the levels of awareness and unbiased processing may be effective (Kernis, et al, 2005: p47). Table (1) shows these components and their characteristics.

Table (1)

Components of an authentic personality

Domains	Properties
Seif _ awareness	_ Awareness and knowledge of the individual's motives, feelings and self-perceptions.

<p>Unbiased treatment</p>	<p>_It includes awareness of an individual's strengths and weaknesses, dominant and recessive aspects of personality, strong emotions and their roles in behavior.</p> <p>_ The minimum, if any, of denial, distortion, exaggeration, or disregard of private knowledge, internal experiences, and self-external evaluation information.</p>
<p>Behavior Consistent With the true self</p>	<p>_Objectivity and acceptance in relation to a person's strengths and weaknesses.</p> <p>_Behaving in ways that are consistent with an individual's values, preferences, and needs rather than acting merely to please others, obtain rewards, or avoid punishments.</p>
<p>Orientation towards relationships with Others</p>	<p>_ Appreciation and doing in order to achieve openness and honesty in intimate relationships.</p> <p>_It is important for others close to you to see the real you, those deep, dark or potentially fuzzy sides of your self that are not routinely discussed.</p> <p>_ Credibility in relationships means honesty, not falsity, in one's relationships with others. It also includes active attempts to resolve the conflicting motives and desires involved in knowing one's true opinion and the effects that its expression may have on one's friendship and the well-being of his friend.</p>

(Kerins , etal , 2005 : p47)

Preious Studies :

Studies dealing with the authentic personality The authentic personality Was mentioned in many Concepts in previous Studies , Such as authenticity , authentic behavior or authentic disposition , authentic Self , and authentic personality :

A- Arabic Studies :

Study (1)	AL_ Obeidi (2021)
Study Title	The authentic personality and its relationship to psychological well-being among educational counselors.
Place of Study	Baghdad province .
Objectives of the study	Knowing the correlation between the authentic personality and the psychological well-being of educational counselors according to the variables (sex, length of service).
The study sample	The study sample consisted of (400) male and female counsellors.
Statistical means	SPSS Statistical Bag.
Results	The results showed that the educational counselors enjoy the characteristics of the authentic personality and the psychological well-being, and there are no statistically significant differences in the relationship between the authentic personality and the psychological well-being according to the variables (sex and length of service) of the educational counselors.

B_foreign Studies

Study (1)	(Maltby , Wood , Day,Pinto ,2012)
Study Title	The Position of authenticity within existing models of personality.
Place of Study	United State .
Objectives of the study	Discovering the site of originality among a number of existing models of personality.
The study	The study sample consisted of four diverse samples, whose total

sample	number was (N = 1,286).
Results	The results showed that authenticity is a major concept in human and counseling psychology, and it was placed among the six factors of personality (honesty, humility, extraversion, agreeableness, neuroticism, conscientiousness, openness) (Maltby et al, 2012: p7_15).

Chapter III

Research methodology and procedures:

This chapter includes the methodology and procedures of the research, in terms of defining the research community and the method of selecting the sample, as well as preparing the paragraphs of the tools and analyzing them logically and statistically, and then verifying their psychometric properties, and determining the statistical methods used in analyzing the current research data and processing them statistically.

First: Research Method

The researchers used the Descriptive Correlational Method as the most appropriate approach to study the correlational relationships between the variables in order to describe and analyze the studied phenomenon as it exists in reality and is concerned with describing it as an accurate description, through the qualitative expression that clarifies the characteristics of the phenomenon and describes it in an accurate scientific description, or the quantitative expression that gives a description Digitally, it shows the size and extent of the phenomenon (Abbas et al., 2014: p. 74).

Second: Population of the Research

The current research community consisted of male and female teachers in the General Directorate of Education in Dhi Qar Governorate, Al-Shatrah Education Department for the academic year (2023_2022), and thus the statistical community consisted of (2310) male and female teachers, distributed according to gender by (1190) male and (1120) female teachers.

Third: the Basic Sample of the Research

The sample is the part that is taken from the community on which the study is based, as it is chosen according to special rules for the study to be carried out and one of its conditions is that it be representative of the studied community (Dawood, Abd al-Rahman, 1990: p. 67) as the basic research sample included (400) male and female teachers They were randomly selected and

distributed in different numbers according to gender, specialization and years of service, with (207) males (52%) and (193) females (48%) of the original research population of (2310).

Fourth: Instrument of research:

For the purpose of achieving the objectives of the research, the researchers followed a series of scientific procedures and steps in preparing the research scale (authentic personality), which must have a set of psychometric characteristics (honesty and stability).

Authentic Personality Scale

_ Theoretical premises of the scale:

The two researchers adopted the scale prepared by (Al-Ghalabi, 2022) according to his theoretical model of the authentic personality, through the theoretical framework and previous studies in the theoretical framework.

Description of the authentic personality scale (Al-Ghalabi, 2022):

The scale consists of (41) items formulated in a self-report style, and in front of each item (4) graded alternatives, which are (strongly agree, agree, disagree, strongly disagree). When corrected, grades are given (1, 2, 3, 4), respectively, and the degree represents (4, strongly agree) the upper limit of the authentic personality scale, and the degree (1, strongly disagree) represents the minimum score of the authentic personality scale, where the paragraphs were divided into (4) domains, namely:

1_ Self-awareness:

It refers to knowing and realizing all parts of the self from emotions, traits, strengths, weaknesses, desires, motives, etc. _ and not just identifying the parts of the self that enhance the comprehensive self-concept. For example, this means being true to oneself and accepting parts of oneself that may conflict with one another. Awareness also includes the desire to know more about oneself in order to increase self-knowledge. This field consisted of (8) paragraphs.

2_ Unbiased processing:

It refers to the objective evaluation of any information related to the self, whatever the source, internal or external. This objectivity leads to an accurate sense of self because there are no distortions, biases, or defense mechanisms. The paragraphs of this field consist of (11) paragraphs.

3_ Self-consistent behavior:

It is meant to act based on an individual's internal values, needs, and preferences and not as a result of external goals. This aspect of originality can be seen as an expression of independence, and this field consists of (13) paragraphs.

4_ Orientation towards interpersonal relationships:

It is intended to reveal the true self of the individual in close relationships. Here he relies on active self-disclosure and openness to convey both the good and bad parts of oneself to the closure of others. Again, this is clearly related to the idea of being oneself but also depends on one's awareness and ability to evaluate information about oneself. It consists of (9) paragraphs.

The validity of the paragraphs of the authentic personality scale:

The (41) paragraphs were presented with the domains of the authentic personality scale, with the theoretical definition and the theory adopted on (18) experts specialized in educational and psychological sciences from the specialty (measurement and evaluation, psychological counseling, educational guidance and educational psychology) and they were asked to express their opinion on The validity of the scale paragraphs in terms of their suitability for the sample level and their approval of the approved alternatives for each paragraph, and the extent of their suitability and whether the number of paragraphs is appropriate and whether their wording is good or needs modification, and to verify the extent of experts' agreement on the paragraphs or not, the researchers relied on the value of the ratio The percentage of the experts' opinion is a criterion for accepting the paragraph, and approval was obtained for the validity of (41) paragraphs in measuring what was set for it, distributed over the areas of the scale, which will be analyzed statistically.

_ Alternatives to the answer and method of correction:

I adopt the Likert method in this scale, as it puts four alternatives in it, which are (strongly agree, agree, disagree, strongly disagree) as it is given grades (4, 3, 2, 1) for the positive paragraphs and (1, 2, 3, 4). for negative paragraphs.

Exploratory application of the scale (clarity of instructions and understanding of phrases):

To verify the extent of the sample's understanding of the items of the scale, its alternatives and instructions, the method of answering it, and the clarity of its paragraphs, the researchers applied the scale to an exploratory sample of (40) male and female (20) male and (20) female teachers. The instructions of the scale and its paragraphs are clear and understandable in terms of meaning, language and wording, and the range of time it takes to answer the items of the scale is (14) minutes.

_ Statistical analysis of the items of the scale:

A good scale is the scale that measures what it was designed for and the effectiveness of its paragraphs and psychometric characteristics (honesty and stability) (Majeed, 2014: p. 88). As both the validity and reliability of the scale depend on the characteristics of its items, that is, the psychometric properties of the scale depend very much on the psychometric properties of the items (Ghiselli et al, 1981: p 426). The extraction of the discriminatory power of the paragraphs and their validity coefficients is one of the most important psychometric characteristics of the paragraphs in the process of statistical analysis of the paragraphs, which must be verified in the psychological measures (Al-Masry, 1999: p. 92). They are as follows:

_ The Discrimination Power Of Item (Items Analysis):

Paragraph discrimination refers to the degree to which a particular paragraph correctly distinguishes between respondents in the behavior that the scale was designed to measure (Anastasi, Yorpenia, 2015: p. 230), where the paragraphs with high discriminating power are chosen (these are the paragraphs in which the largest number of people in the group Those who have obtained the highest scores have answered it correctly) to remain in the scale in its final form (Matlock-Hetzel, 1997: p 8). Therefore, the researchers applied the scale to a statistical analysis sample of (400) male and female teachers who were chosen randomly. In this regard, Cronbach & Glesser (1965) indicates that there is a strong relationship between the discriminatory power of the paragraphs and the accuracy of the scale (: p 64 Cronbach & Glesser 1965). It has been extracted through:

Two-party method:

The discriminatory power of the paragraphs of the authentic personality was verified through the method of the two end groups by applying the scale consisting of (41) items on the research sample (400) male and female teachers, and after applying the scale to the sample and correcting the answers, the answers were arranged in descending order, then the upper and lower end groups were determined by the ratio (27%) in each group (108) male and female teachers, and after applying the t-test for two independent samples to find out the significance of the differences between the two end groups in the scores of each item of the scale, it appeared that all items of the scale are distinct, because the calculated t-values are higher than the tabular t-value and The value is (1.96) with a degree of freedom (214) at the significance level (05.0). It turns out that all paragraphs are statistically significant because their calculated t-values are higher than the tabular t of (1.96) at the level of (0.05) and the degree of freedom (214).

_The relationship of the paragraph score with the total score of the scale (paragraph validity):

It is one of the most used methods in analyzing the items of psychological scales to extract the correlation between the degree of each paragraph and the total score, as it determines the extent of the homogeneity of the items of the scale in measuring what it was set for (Ferrickson, 1991:

p. 515). Where the researcher relied on the same sample in calculating the discriminatory power of the paragraphs, amounting to (400) male and female teachers, and the Pearson Correlation Coefficient equation was used to extract the correlation between the total score and the score of each paragraph (Ferrickson, 1991: p. 515). After that, the moral significance of the correlation coefficient was calculated for each paragraph, and it became clear that all the paragraphs are statistically significant, because all the calculated correlation coefficients are higher than the tabular value of the correlation coefficient of (0.098) and with a degree of freedom (398) at the significance level (05.0). The sum of the values in the above table correlate with the total score is statistically significant, being higher than the tabular correlation value of (0.098) at the level of (0.05) and the degree of freedom (398).

_The relationship of the paragraph score with the total score of the field to which it belongs:

The Pearson correlation coefficient was used to calculate the relationship of the degree of the paragraph with the dimension to which it belongs, and the significance of the correlation coefficient was calculated. at the level of significance (0.05).

The relationship of the field degree to the field and the field to the total degree of the authentic personality scale:

And to verify the matrix of internal correlations for the fields and the total degree, as the answers of the statistical analysis sample of (400) teachers and schools were relied upon, and the correlation coefficients were calculated for each domain in the domain of the authentic personality scale, which consists of (41) items, and this is an indication of The sincerity of the construction (Anastasi, Yorbinia, 2015: p. 165). Where the researchers calculated the correlation coefficients using the Pearson coefficient, and it was found that all the correlation coefficients for each domain with the domains and the total degree are of good statistical significance, and this indicates that all domains measure one thing that is the inherent personality, as the calculated value of the correlation coefficient is higher than Tabular and amount (098.0) at the level of significance (05.0) with a degree of freedom (398).

Psychometric properties of the scale :

Specialists in the field of psychological measurement emphasized the need to check the psychometric characteristics of the items, meaning that the psychometric properties of the scale depend very much on the psychometric properties of the items (Al-Jawary, 2001: p. 38).

Validity Of the Scale

The validity of the scale is considered one of the important psychometric characteristics, as the validity of the scale is the ability of the scale to measure the trait or characteristic that was set for its measurement (Allam, 2000: p. His ability to measure the phenomenon he wants to measure

(Anastasi, Yorbinia, 2015: p. 149). The validity of the scale was verified by two indicators, which are virtual validity and constructive validity, as shown below:

Face Validity

The researchers verified the apparent validity of the authentic personality scale in its initial form by presenting it with a questionnaire to (18) arbitrators in psychology, psychological counseling, measurement, evaluation, and mental health. It belongs to it, as well as the alternatives to answering the paragraphs of the scale and their weights.

Construct Validity

Construction validity is one of the basic methods of educational psychological measures, and it is also called hypothetical formation validity (Anastasi, Yorbinia, 2015: p. 150). The verification of the validity of the construction of the scale depends on theoretical assumptions that are verified empirically.

A_ The relationship of the degree of the paragraph with the total degree: The total score of the scale is considered as instantaneous standard measurements through its correlation with the degrees of individuals on the paragraphs of the scale, i. 2014: p. 52), and the results showed that all paragraphs were associated with the total score.

B_ The relationship of the degree of the paragraph with the field to which it belongs: Extracting this type of validity by extracting the correlation coefficient between each paragraph and the degree of the field to which it belongs for (400) questionnaires, and all the paragraphs were highly correlated.

C_ The relationship of the degree of the field with the field and the field with its total degree: After the data were analyzed statistically for the questionnaire amounting to (400) form, Pearson correlation coefficient was used to find the relationship between the areas of authentic personal optimism and the total degree.

Reliability Of The Scale

Reliability is the consistency or accuracy of a measurement. That is, the consistency of the scores that the individuals themselves obtain if the scale is applied to them again (Anastasi and Yorpina, 2015: p. 113), and because one of the types of stability is the internal consistency of the scores that is achieved through that all the items measure the same trait to be measured (Crocker, and Algina , 2009: p. 147) Therefore, the two researchers verified the stability of the authentic personality scale using the test-retest method and Cronbach's alpha method, by relying on the data of the total sample.

_The test-retest method:

One of the easiest methods to obtain repeated measurements for the same group of individuals and to measure the same trait is to apply the same scale twice (Melhem, 2002: p. 252). school and with a time interval of (14) days from the first and second application, and the correlation coefficient reached (0.85) for the scale, and this value is a good indicator of the stability of the individuals' answers on the scale over time, as (Al-Essawy) indicated that if The correlation coefficient between the first and second applications is (0.70) or more, as this is a good indicator of the stability of tests in educational and psychological sciences (Al-Issawy, 1985: p. 58).

Alpha Cronbach method:

The idea of this method, which is distinguished by its consistency and the possibility of trusting its results, is based on calculating the correlations between the scores of all the items of the scale, given that the item is a stand-alone measure by itself, and the stability coefficient indicates the consistency of the individual's performance, that is, the homogeneity between the items of the scale. And that Cronbach's alpha coefficient provides us with a good estimate of stability. If the value of Cronbach's alpha coefficient is high, this indicates good stability of test scores (Allam, 2000: p. 166), and to extract stability in this way, the (Cronbach's alpha) equation was applied to the scores of the sample (400) male and female teachers, so the value of the scale stability coefficient was (83.0), which is an indication that the scale stability coefficient is good.

Description of the authentic personality scale in its final form:

The authentic personality scale, in its final form, consists of (41) items distributed over (4) domains, with (8) items for the domain of self-awareness (1, 2, 3, 4, 5, 6, 7, 8), and (11) items for the domain Unbiased treatment (9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19), and (13) items for the field of self-consistent behavior (20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32), and (9) paragraphs for the field of orientation towards interpersonal relations (33, 34, 35, 36, 37, 38, 39, 40, 41), and in front of each paragraph Four graded alternatives to the answer, and it is given upon correction on the scale alternatives (strongly agree, agree, disagree, strongly disagree) grades (1,2,3,4) respectively, and the respondent gets the highest possible score (164), and either The lowest score is (41).

Statistical indicators and graph of the scale of (authentic personality):

The psychological phenomena, as is well known, are distributed moderately among the members of the society, and the extraction of statistical indicators (Indicar Statistical) for the scale shows that the distribution of degrees for the sample members is close to the normal distribution, which is considered a criterion for the sample's representation of the studied society, and thus the validity of generalizing the results (Al-Assaf, 1995: P. 120 _ 130). Therefore, the statistical bag (Spss) was used to obtain a number of descriptive statistical characteristics of the (authentic personality) scale.

The fourth chapter

This chapter includes a presentation and interpretation of the results reached by the two researchers according to the objectives of the research, as well as a presentation of the most important conclusions, recommendations and proposals as follows:

Results of the first objective: identifying the authentic personality of male and female teachers:

To achieve this goal, the researchers applied the original personality scale to the research sample, and it became clear that their average score on the scale was (129.45) degrees, with a standard deviation of (8.83) degrees, and by comparing this average with the hypothetical mean of the scale of (5.102) degrees, using the t-test (t-test) for one sample showing that there are statistically significant differences at the level (0.05) between the arithmetic and hypothetical means in favor of the arithmetic mean, as the calculated t-value was (04.61), which is greater than the tabular t-value of (1.96) with a degree of freedom (399) and the table (17) explains that.

Schedule (1)

The t-test for the difference between the sample mean and the hypothetical mean of the authentic personality scale

indication	Degrees of freedom	Tabular t_value	The calculated t value	Hypothetical average	Standard deviation	Arithmetic	The number of Sample
Function	399	1.96	04.61	5.102	8.83	129.45	400

The results of the second goal showed:

That the authentic personality of male and female teachers is at a high level, and this result is consistent with the theoretical premises of the theory of Kearns and Goldman (Kernis & Goldman, 2006). To possessing knowledge and confidence in the individual's motives, feelings, desires, and related perceptions, and motivation to increase (Goldman & Kernis, 2002: p21), as he sees that individuals who have a high degree of authentic personality is due to the high level of orientation towards relationships With others, which is the fourth component of authenticity in the relational nature with others, where relational authenticity in its essence includes being real and not fake in one's relationships with close others, characterized by honesty in the individual's actions and motives in relation to his peers, and accuracy in beliefs about self and It

also involves endorsing importance in seeing close others, by communicating with them in ways that facilitate their ability to do so, and since self-authenticity involves high levels of self-knowledge and understanding (i.e. awareness), and the ability to objectively evaluate oneself (i.e. processing). Unbiased), the higher levels of authenticity may enhance the conformity of self-perception with the other (Kernis, & Paradise, 2004: p81), also because the authentic personality is one of the positive traits in the personality that individuals seek to achieve, as the individual's knowledge of his thoughts and feelings And his confidence in his abilities and his knowledge of his goals in life within the framework of his perceptions of the meaning of life and acting in accordance with them is one of the basic needs necessary for the authentic individual who can receive his emotional reactions and internal states and interpret them and act accordingly, and this result is consistent with the findings of the study (Al-Obaidi , 2021), which indicated that the sample members enjoy the characteristics of the authentic personality, and the study (Al-Ghalabi, 2022), which concluded that the members of the research sample have a degree of authentic personality.

The results of the second objective: identifying the significance of the differences in the original personality according to the gender variable (male-female):

To achieve this goal, the researchers extracted the values of the Pearson correlation coefficients in the original personality of males and females separately, and then the researchers used the Pearson correlation coefficient test to detect the significance of the differences between the correlation coefficients, and Table (2) explains that.

Schedule (2)

The results of the post-test for the differences in the original personality according to the gender variable (male-female)

Singnif icance level (0,05)	Tabul value	The calculated value	The standard value of the correlation coefficient Zr	Correl ation Coeffic ient r	The nmbe r	Type	Variable
	1.96	1.99	0.332	0.32	207	Male	Authentic

Function			0.131	0.13	193	Female	personality
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The result of the above table indicates that there is a statistically significant difference in the purebred personality according to the gender variable in favor of males, because the calculated z-value is higher than the tabular value of (1.96) at the level of (0.05).

The results of the third objective: identifying the significance of differences in authentic personal optimism according to the variable of specialization (scientific - human):

To achieve this goal, the researchers extracted the values of the Pearson correlation coefficients in the original personality of the scientific and the human each separately, and then the researchers used the subtest of the Pearson correlation coefficient to reveal the significance of the differences between the correlation coefficients, and Table (3) explains that.

Schedule (3)

The results of the post-test for the differences in the original personality according to the variable of specialization (scientific - human)

Significance level (0,05)	Tabular value	The calculated value	The standard value of the correlation coefficient Zr	Correlation Coefficient r	The number	Specialization	Variable
Non_function	1.96	0.72	0.266	0.26	235	Scientific	Authentic personality
			0.192	0.19	165	Humanitarian	

The result of the above table indicates that there is no statistically significant difference in the original personality according to the specialization variable, because the calculated z-value is less than the tabular value of (1.96) at the level of (0.05).

The results of the fourth objective: identifying the significance of the differences in the authentic personality according to the variable of service (more than 10 years _ less than 10 years).

To achieve this goal, the researchers extracted the values of the Pearson correlation coefficients in the original personality (more than 10) and (less than 10) each separately, and then the researchers used the pearson correlation coefficient test to reveal the significance of the differences between the correlation coefficients, and Table (4) shows that .

Schedule (4)

The results of the post-test for differences in the original personality according to the service variable (more than 10 years _ less than 10 years)

Singnif icance level (0,05)	Tabul value	The calculated value	The standard value of the correlation coefficient Zr	Correl ation Coeffi cient r	The nmbe r	The service	Variable
Non _ functio n	1.96	0.81	0.266	0.26	245	More then 10 years	Authentic personality
			0.182	0.18	155	Less than 10 years	

The result of the above table indicates that there is no statistically significant difference in the original personality according to the service variable, because the calculated value is less than the tabular value of (1.96) at the level of (0.05).

Conclusions:

- 1_ The authentic personality of male and female teachers is at a high level.
- 2_ There is a statistically significant difference in personality according to the gender variable and in favor of males.
- 3_ There is no statistically significant difference in the original personality according to the specialization variable.

4_ There is no statistically significant difference in the original personality according to the service variable.

Recommendations:

In light of the results reached in the current research, the researchers recommend the following:

1_ Emphasis on the positive characteristics of the personality in the psychological educational curricula in the departments of education due to the necessity of having them in the personalities of male and female teachers, and the interest in developing positive feelings for them due to their importance in their educational work in the future.

2_ Continuing to conduct research and specialized studies that work to develop and improve the educational process.

Suggestions:

As a complement to the current research, the researchers suggested the following:

1_ Preparing a similar study on different educational samples such as (university professors, graduate students, academic advisors) and comparing its results with the current study.

2_ Studying the authentic personality with other variables such as (the five major personality traits, psychological prosperity, self-realization, and mental alertness).

3_ Carrying out studies similar to the current study at different academic stages.

5_ Building an indicative program for the development of the authentic personality of male and female teachers.

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