Wishful Desire Among University Students

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Abstract
There is a distance between reality and imagination, ideals, or goals that is not enough to be bridged by wishes or desires, there was a distance between the individual and achieving goals or desires and needs, it does not fold except by striving, perseverance, persistence, preparing the equipment, and conjuring all the requirements and requirements to reach that goal or that desire. What the individual has of capabilities and what he seeks to develop within him, as well as what it can add to its capabilities from external resources, they are the two important factors in reaching the goals. One cannot be like Don Quixote, the one who fought against windmills and between whom there is a great distance from reality, despite the highness of his goal and his benevolent and noble human desire.
Keywords: Wishful desire, University students.

Introduction

Research problem

It is no secret that the individual's successful decisions bring him happiness, adaptation and success in life, an individual's success can be measured by the successful decisions he makes, while the individual's bad or failed decisions cause him trouble, loss, and lack of adaptation, sometimes decisions were, ambitious and does not take its owner into account the context and surrounding factors, it also does not estimate the size of the obstacles properly, he makes decisions that are difficult to achieve or reach (Al-Zaghloul, 2003, pp. 313-323). Brown and Taylor (1988) confirmed that man is a surprisingly adaptive creature, so he should, to be able to learn to change his self-perception correctly and appropriately (Taylor and Brown, 1988, p. 152).

Research importance :

Each person is unique in itself, but there are many similarities common to humans that lead researchers in psychology to study them, and

among these similarities is the control of individuals over their lives in their various fields.

Descartes believes that tranquility, happiness, perfection and virtue are things within the reach of the human will. A decent human life depends on the rationality of desires, if we desire what is not commensurate with our nature or what exceeds our powers and capabilities, then we will have offended ourselves and caused ourselves anxiety and turmoil. (Al-Talou'a, 1995, pg.: 174).

The concept of wishful Wishful is a variable that falls under the tent of optimism, even if it is a self-contained variable. Therefore, the roots of optimism should be traced.

Despite the importance of the concept of optimism in human life in general, in the psychological study in particular, the history of interest in it is relatively recent, as the interest in studying it at the end of the seventies, during the past three decades, optimism occupied the forefront in a number of studies on personality, clinical psychology, mental and public health, and cultural comparative psychology (Hamdan, 1999, p. 3).

Weinstein's work (Weinstein 1980) in the 1980s demonstrated the concept of unrealistic optimism, in which optimistic individuals expect that they will be more likely to experience positive events than other individuals (Weinstein, 1980, p.806).

Many studies dealt with the subject of wishful Wishful, including the study of Elgeberger (Eichelberger, 2007), which concluded that the desirous Wishful scale showed convergent vatidity with other measures of excellence (BIAS). This included self-deceptive enhancement, belief in the world's beliefinance (beliefin a just), and social desirability. The desirabilityal Wishful scale showed differential honesty with several dimensions of problem-focused coping, desireful Wishful has been associated with greater engagement and use of reinterpretation and positive growth, focused coping response - emotionally, in the second study, students with high scores on the WTS (Desirable Wishful Scale) expected higher scores for themselves than for others, but did not agree with the low wishful thinkers. This study suggests that wishful thinkers' judgments about the future may not be accurate. (Eichelberger, 2007, p. 25).

Research Objectives:

The current research aims to measure the wishful Wishful of university students

Research limits:

The research is determined by students of Wasit University for morning studies of both sexes (male - female) and academic specialization (scientific - human) for the academic year (2022-2023).

Wishful Wishful

1. Definition of Zahran (1987):

It is a Wishful that indicates a desire or a desirable Wishful that aims to achieve the desire and the goal (Zahran, 1987, p.: 565).

2. Defining Weinstein (1988):

The tendency of individuals to believe that they are less likely to experience negative events and more likely to experience positive events. (Weinstein, p.1988,806)

3. Definition (Woodworth, 1990):

It is a Wishful that every imaginary person goes through at certain moments and satisfies a desire with it. The unsatisfied desire lies behind the wishful Wishful that reaches an extreme degree in some pathological groups. (Saeed, 1990, p. 80).

Theoretical definition:

The researcher adopted the theoretical definition of Broadbent (1982, Broadbent) to describe the theoretical model that it adopted.

Operational definition:

It is the total score obtained by the respondent through his answer to the paragraphs of the failure perception style scale, which is specially prepared for this purpose.

The first axis: Theoretical framework

Wishful Wishful:

The term wishful Wishful includes two meanings that complement each other, the first is Wishful, and the second is wishful, which refers to optimism in one sense.

With regard to Wishful, it can be said that one of the common issues in psychology literature is the distinction between objective Wishful and fantasy Wishful (Fantasia: It is a word that is Arabized to the term (unleashed imagination) because it was found that the word fantasy is not an Arabization for it, just as the word "imagine" mentioned in some books may be confused with imagination, and it is also considered a type of daydreaming or a higher degree of it, as it is possible from another point of view. Daydreams should be considered a form of free imagination or a lower degree of it). The first is supposed to be impersonal, systematic and logical, while the second is supposed to

happen because it satisfies the person's self-aspirations and desires (Linde & et. Al, 1968, p. 125).

Optimism is a trait that refers to individuals who have positive expectations for the future. In addition to people who tend to explain events in a favorable light, optimism is the expectation of the future, and some expectations may be relatively dependent on objective information, while some expectations may arise from biased Wishful. Moreme and Chang (2001) take a more balanced approach and argue that optimists need to consider the costs and benefits of optimism, as well as the contexts, that it may have implications for the effects of optimism and pessimism, Although most theories predict that optimism will lead to greater persistence in the face of setbacks (Eichelberger, 2007, p. 138,4).

On the other hand, this approach is not without negative effects in the relationship of wishful Wishful to procrastination. Siegel et al. point out that such Wishful (Wishful that helps justify delaying behavior), it is like wishful Wishful because it allows people to expect positive outcomes that result intrinsically from dysfunctional behavior, for example, being late to a task. A general modified version of this is the idea "I work better under pressure" as a way to make lateness appear rational, these researchers, including Ferrari (Ferrai 2001), found that wishful thinkers were more ambitious than disinterested thinkers (Tuckman, 2002, p.1).

Second axis : Theories that explain wishful Wishful:

1. Woodworth's point of view:

Worth came up with the idea of wishful Wishful, which sees that it satisfies a desire, and is not subject to criticism from others or the person himself, and does not seek to match reality, which is Wishful that every imaginary person goes through at certain moments and satisfies a desire. Rugby, which reaches an extreme degree in some pathological types. And "Dorth" believes that daydreaming is an example of wishful Wishful, but to a non-extreme degree. "Dorth" indicates that unsatisfied desire represents a motive behind daydreaming, sleeping dreams, and wishful Wishful (Saeed, 1990, pp.: 80-81).

2. Rotter's point of view (1971 Rotter):

"Rotter" believes that in many cases, when the individual gives a high value to some goals, such as the desire for knowledge or the desire for care, for example, at the same time, he may have low expectations for achieving these goals. That is because he has learned to expect punishment, failure, or rejection when he tries to fulfill these desires (for example) the student who always fails at school, when this happens, the person usually learns other behaviors to avoid the punishments themselves, and tries to obtain satisfaction for his desires by unrealistic means or by using symbolic methods (such as wishful Wishful) that are

for him only and not for others as an achievement of satisfaction, these unrealistic behaviors are considered learned, and they are usually described as symptoms of abnormal behavior. On the basis of this view, this abnormal behavior is not a disease or a disorder, but a meaningful attempt to avoid certain penalties, or to obtain certain gratifications at an unrealistic level (Rotter, 1971, p.59).

First: Previous studies dealt with wishful Wishful

Al-Quraishi Study (2014)

Desire Wishful and its relationship to self-efficacy among university students.

The aim of the study: To reveal wishful Wishful and its relationship to self-efficacy among university students.

Research sample: The research sample consisted of 112 male and female students from the University of Baghdad, and they were selected according to the stratified random method.

Research tool: The research tools consisted of a measure of wishful Wishful and a measure of self-efficacy, and the research tools were applied before and after on the research group.

Research results: The results concluded that university students, in general, have a realistic outlook or realistic optimism, and that university students, in general, have serious and balanced Wishful and do not think too much about what is unrealistic, and that wishful Wishful does not consist of one factor, but consists of two factors, one of which represents The emotional side and the other represents the cognitive side. The results also indicated that the excessive wishing resulting from the emotional bias took a greater part of the phenomenon among university students than the cognitive error resulting from the cognitive bias, and this indicates that the emotional side is greater than the cognitive side in wishful Wishful among university students. (Al-Quraishi, 2014, 501).

Research methodology and procedures:

First: Research Methodology: The researcher adopted the descriptive correlational approach based on monitoring what exists, and this approach is appropriate to the nature and objectives of the current research. It is a form of organized scientific analysis and interpretation, describing a specific phenomenon or problem and quantifying it by collecting data and specific information about a phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (Abdul Salam, 2020: 163).

Second: Research Community:

It means all vocabulary of the phenomenon to be studied, whether these vocabulary are human beings, institutions, educational activities, etc. (Al-Mashhadani, 2019: 109), and the current research community is determined by university students of both types (male-female) for the academic year (2022- 2023), the number of which is (14,394) male and female students, as the number of males is (6,634) and the number of females is (7,760), both majors (scientific - human).

Third: The research sample:

It is a part taken from the original community to be studied, examined and analyzed. It represents the characteristics of the community in all its quantitative and qualitative components. In other words, when the number of units in the statistic is very high, or it is not possible to examine all the units, the study is limited to a part of the statistic called the sample (Hamdawy). 2014: 28), the statistical analysis sample consisted of (400) male and female students who were selected from (4) colleges, they were chosen using the stratified random sample method, with (200) males and (200) females (200) scientific and (200) human.

Fourth: Research tools:

Desireful Wishful scale

Due to the unavailability of a measure of wishful Wishful in the Iraqi and Arab environment, as far as the researcher knows, so the researcher built this measure, following the following steps:

1. Determine the theoretical premises and basic considerations for building the scale:

Where the theoretical premises adopted by the researcher in building the scale were identified, as they give a clear vision from which the researcher proceeds to verify the procedures for building the scale, and accordingly the researcher identified the following theoretical premises:

A. The researcher adopted the theoretical definition of (Woodworth, 1990), which he defined: It is a thinking that every imaginary person goes through at certain moments and satisfies a desire. (Saeed, 1990, 80):

B. Adopting the theoretical model developed by Woodworth,

C. Reliance on Likert's method in measuring wishful thinking.

D. Reliance on self-estimation measures (the style of declarative or interrogative statements) in constructing the items of the scale.

2. Preparing the paragraphs of the scale in its initial form:

According to the approved model and the definition of wishful thinking, and after reviewing the previous studies that focused on studying this

variable, the researcher formulated (30) paragraphs in its initial form, and then placed in front of each paragraph a graded ordinal scale, which includes five alternatives: (always apply, apply Often, sometimes applicable, rarely applied, never applied).

3. Clarity of instructions and understanding of phrases:

The scale was applied to a sample of (20) male and female students who were randomly selected from the students of the statistical community. The students were asked to read the instructions and paragraphs, inquire about any ambiguity, and mention the difficulties that they might encounter during the response. As a result of this experiment, it was found that the instructions and paragraphs are clear. . And the time it takes to answer the scale is between (12-16) minutes, and the researcher used the following equation to extract the answer time:

time of the first student time

$$\text{response time mean} = \frac{First\ student\ time + Second\ student\ time + \cdots + Twentith\ student\ time}{20}$$

The response time mean for the test items was (14) minutes.

4. Statistical analysis of the paragraphs of the wishful thinking scale:

Calculating the discriminatory power of the vertebrae:

The researcher followed the method of the two extreme groups of the statistical analysis sample size of (374) male and female students, then the two extreme groups were identified with a total score of (27%) of the respondents in each group. Their number became (81) individuals in the upper group, and (81) individuals in the lower group.The t-test was used for two independent samples to extract the discriminatory power of the items. The results showed that all the paragraphs are distinguished with a level of significance (0.05), except for paragraph (20), because the p-value of (0.954) is greater than the level of significance (0.05).

Psychometric features of the scale:

The validity of the scale:

There are many types of validity, including apparent validity, constructive validity, content validity, correlative validity, and predictive validity. The researcher relied on apparent validity and constructive validity in the current research:

Face Validity:

This validity was obtained by presenting the scale to a group of (16) arbitrators in education and psychology, in order to take their opinions on the paragraphs.

Construct Validity:

It was extracted using the two extreme samples method and the relationship of the paragraph with the total score of the scale, as mentioned in the statistical analysis process.

Reliability:

The researcher used the analysis of variance method to calculate the constant coefficient by means of the Vachronbach equation (internal consistency), and to extract the stability in this way, the (Vachronbach) equation was applied to the scores of the statistical sample, so the value of the scale stability coefficient was (0.921), which is a good and acceptable value and indicates homogeneity the scale.

The final version of the scale

The wishful thinking scale:

The deliberative thinking scale in its final form included (28) items. As for the response alternatives to the items of the scale, they were five (always applies to me, often applies to me, sometimes applies to me, rarely applies to me, never applies to me), and the response scores ranged between (1-5). Thus, the maximum score for the scale is (165) and the minimum score for the scale is (30) degrees, with a hypothetical average of (90) degrees. Thus, the tool is ready in its final form for application to the basic research sample (372) students from the undergraduate level.

Statistical methods:

To process the research data, the researcher used the statistical bag program (SPSS) to analyze the data.

Presentation, interpretation and discussion of the results:

This chapter includes a review of the results reached by the research according to its objectives, then interpreting and discussing them, then giving a number of conclusions, recommendations and suggestions as follows:

The first objective: to identify the wishful thinking of Wasit University students:

To achieve this goal, the researcher applied the wishful thinking scale on the research sample of (372) Wasit University students, and after processing the data statistically, the arithmetic mean and standard deviations of the degrees of the sample members were extracted, and the results indicated that there was a statistically significant difference in wishful thinking, as it was The arithmetic mean of the sample is (106.17), with a standard deviation of (25.032), while the error of the

standard mean was (1.298), and the t-value was (5.526), which is statistically significant and in favor of the sample mean (1)*, because the value of (p) probability is (0.000).) is smaller than (0.05), (Table 1).

Table (1) The results of the t-test for one sample to identify the level of wishful thinking.

Variable	Mean	Standard deviation	Standard error	Hypothetical mean	T-test	P-value	Sig.
wishful thinking	106.17	25.032	1.298	90	5.526	0.000	Sig.

* Hypothetical average of the scale = Highest score on the scale + Lowest score on the scale / 2, or the hypothetical average of the scale = the sum of the weights of the alternatives / the number of alternatives x the number of paragraphs.

Table (1) show that university students have wishful thinking, and to explain this, the researcher attributes this result and based on the theoretical framework that indicates an increase in a person's imagination in certain moments and satisfies his desire. Unsatisfied desire lies behind this thinking, which reaches an extreme degree for some. categories, and this is consistent with what the study (Salibi 2016) found higher wishful thinking among university students.

Conclusions:

Based on the data of the current research, the researcher concluded the following that the students of Wasit University have a high level of wishful thinking.

Recommendations:

Through the results reached in the current research, the researcher recommends the following:

1. Taking care of university students and creating appropriate conditions to reduce the level of wishful thinking, which in turn helps push the educational process towards progress in order to create an educated and conscious generation capable of facing the difficulties of life.

2. Benefiting from the wishful thinking scale to apply it to other samples (teachers, employees of government institutions, educational counselors).

Suggestions:

Complementing the aspects related to this study, the researcher suggests conducting subsequent studies:

1. Conducting similar studies for other segments of society (teachers, employees, counsellors).

2. Conducting a study on wishful thinking and its relationship to academic achievement among students in majors that require the ability to think wishfully, such as the Faculty of Medicine or the Faculty of Engineering.

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