

Unrealistic optimism among undergraduate students and its relationship to creative thinking

التفاؤل غير الواقعي لدى طلاب المرحلة الجامعية وعلاقته بالتفكير الإبداعي

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ملخص:

تناولت دراستنا الحالية موضوع التفاؤل غير الواقعي لدى طلاب المرحلة الجامعية وعلاقته بالتفكير الإبداعي، بهدف الكشف عن مستوى التفكير الإبداعي والتفاؤل غير الواقعي لدى الطلاب المنتمين إلى الأندية العلمية وكذلك ما إذا كان هناك ارتباط بين هذين المتغيرين في هذه الفئة من ولتحقيق الطلاب أغراض الدراسة طبق مقياس تورانس للتفكير الإبداعي الصورة ومقياس "أ" اللفظية التفاؤل غير الواقعي ليدر الأنصاري على عينة مكونة طالباً 45 من تم اختيارهم بمعاينة استخدمنا مقصودة المنهج الوصفي الارتباطي المتناسب مع أهداف هذه وبعد الدراسة نشر البيانات ومعالجتها إحصائياً باستخدام الحزمة الإحصائية للعلوم SPSS الاجتماعية توصلنا إلى النتائج التالية: مستوى _ التفكير الإبداعي لدى الطلبة المنتمين للأندية العلمية متوسط

إن مستوى التفاؤل غير الواقعي بين الطلبة المنتمين إلى الأندية العلمية منخفض، لا _ توجد علاقة ذات دلالة إحصائية بين التفكير الإبداعي والتفاؤل غير الواقعي لدى الطلبة المنتمين للأندية العلمية حيث قدر معامل الارتباط بيرسون (0.27).

الكلمات المفتاحية: التفاؤل غير الواقعي. طلاب المرحلة الجامعية. التفكير الإبداعي

Abstract:

Our current study addressed the topic of unrealistic optimism among undergraduate students and its relationship to creative thinking, aiming to reveal both the level of creative thinking and unrealistic optimism among students belonging to scientific clubs, as well as whether there is a correlation between these two variables in this class of students.

To achieve the purposes of the study, Torrance's Creative Thinking Scale applied the verbal image "A" and the unrealistic optimism gauge of Bader Al-Ansari to a sample of 45 students selected with an intentional preview. We used the correlative descriptive curriculum commensurate with the objectives of this study. After the data was released and statistically processed with the SPSS social science statistical package, we have reached the following findings:

_ The level of creative thinking among students belonging to scientific clubs is medium.

The level of unrealistic optimism among students belonging to scientific clubs is low.

_ There is no statistically significant correlation between creative thinking and unrealistic optimism among students belonging to scientific clubs, where the association coefficient estimated Pearson B: (0.27)

.Key words: Unrealistic optimism. University students. Creative thinking

Problematic:

Scientific clubs are one of the most accessible facilities for a university student to fill his/her vacuum and engage in various activities that are effective, scientific, cultural and recreational, earn him/her practical experiences and support his/her theoretical studies. They also help him/her to invest his/her abilities and talents and share his/her interests in this medium, which informs him/her about future prospects, and opens him/her for creativity.

Creativity is the product of a meaningful mental activity guided by a strong desire on the part of the student to seek authentic solutions to problems in a field of knowledge or human life in general, and to reach results that were not previously known, so-called creative thinking (Wolf, 2020)

Creative thinking is characterized by the comprehensive multiplicity of ideas about the "fluency" situation or problem, the rich diversity of these ideas "flexibility", and has unique characteristics that make it modern and innovative "authenticity".

It is also of great importance, because it is modern and far from stereotypical and intellectual inertia. It offers many alternatives and solutions to problems and challenges within a new template to achieve a specific goal and thus has a positive return reflected in students' level and performance.

Where we find many studies on creative thinking among students, in a study conducted by CROW aimed to reveal the relationship between creative thinking and educational achievement, among students of higher schools, the study included 178 students, the results of which concluded that there was an important correlation between creative thinking and high attainment level. (Penke, 2003)

Not only does creative thinking have a positive impact on high attainment, but Shallcross points out that creative thinking has many benefits and benefits: Self-confidence, autonomy, increased ambition and desire for success, boldness and flexibility in brainstorming ideas, love of adventure and competition, love of knowledge, curiosity and impulse, desire to learn and create new ideas that contribute to solving a number of problems as well as the ability to plan for the future. (Coughlan, 2008)

Planning for the future requires expectations of events and strength to stimulate motivation, a positive optimism view that enables students from scientific clubs to set goals and commitments, and helps them overcome the difficulties and obstacles they face in their lives.

We find creative thinking as a mental process characterized by some of these students than others who market them to produce new ideas and find unique solutions to those

obstacles to them, generating feelings of security and satisfaction with their tragic events and challenges, and we find them optimistic about that. . (Wolf, 2020)

Despite the positive and bright picture of optimism, there are warning signs from researchers of what they call unrealistic optimism, optimism that is not justified by logic nor past experience, and which can be blinded of the potential risks and lead to many illusions, when individuals reduce their personal and subjective estimates and expectations of bad events and raise them when they anticipate good events. (Maqbool et al., 2016)

Individuals' sense of immunity to risk causes them to believe that, although there is danger, they are not exposed to what others are exposed to. This tendency to think makes the individual vulnerable to many difficult problems or unwanted events. This sense of immunization causes the individual to develop dangerous behaviours contrary to the vulnerability that make people seek healthy behaviours. (Schweitzer, 2002)

Some students find those who believe in their abilities greatly without confirming this realistically, that is, always expecting the positive side of the event and giving a greater degree of optimism than its normal size, and conversely, their perception of the negative side of the event is less than it actually is, which leads it to results that may not be met and make it vulnerable.

The study "Shepherd, Quitley, Vernadez" (1999), conducted to estimate unrealistic optimism, indicates a sample of students from an American university and its strength 82 students, 31 of whom are second-year students and 22 third-year students and (29) fourth-year students were given a measure of unrealistic optimism by asking about their expectation of the post they would hold in the near future after graduation as well as the annual income from that post, The results of the study revealed an increase in unrealistic optimism among sophomore students for the third and fourth year s Development ", where unrealistic optimism among fourth year students decreases compared to third and second year students respectively. (Weinstein, 1999)

Many studies show that an individual's sense of optimism about unjustified events sometimes causes unexpected outcomes, thus making the individual a target for disease, or exposing him to certain risks' (Al-Ansari, 2002)

Through the foregoing and by addressing the variables of creative thinking and unrealistic optimism, we would like to focus on studying the relationship between them in the sample of students belonging to university scientific clubs, by raising a range of questions.

Study questions:

- _ What is the level of creative thinking among students from scientific clubs?
- _ What is the level of unrealistic optimism among students from scientific clubs?
- _ Is there a correlation between creative thinking and unrealistic optimism among students from scientific clubs?

2 Hypotheses:

- _ The level of creative thinking among students belonging to scientific clubs is high.

The level of unrealistic optimism among students belonging to scientific clubs is high.

There is a statistically significant correlation between creative thinking and unrealistic optimism among students from scientific clubs.

The importance of the study:

The importance of the study is as follows:

- To reveal the level of both creative thinking and unrealistic optimism among students belonging to scientific clubs, to know the nature of their relationship, thereby helping students to see and promote positive aspects, and to try to avoid what is negative.
- Highlighting an important but marginalized category around which studies are virtually absent and have received insufficient attention from researchers, namely, the category of students belonging to university scientific clubs.

Attention to the positive aspects of students' personality that help to invest their energies and drive them to direct their efforts towards constructive activities that meet their aspirations.

Interest in positive psychology and the topics of values, virtues and positive qualities in an individual's personality, especially student, such as creativity and optimism.

- _ Scarcity of studies and research on study variables, especially unrealistic optimism, which makes the results of this study contribute to adding scientific value and enriching the accumulations of knowledge and Arab literary heritage in the field of psychology.

4 Objectives of the study:

Through this study, we aim to:

To reveal the level of creative thinking among students belonging to scientific clubs.

Reveal the level of unrealistic optimism among students belonging to scientific clubs.

Knowledge of the nature of the relationship between creative thinking and unrealistic optimism among students belonging to scientific clubs.

5 Procedural definitions:

Creative Thinking:

The ability of a scientific club undergraduate student to produce new ideas and come up with unique solutions to previously unknown challenges.

This is what the student gets on the Torrance scale of creative thinking verbal image "a".

Unrealistic optimism:

the student's view of university scientific clubs is overly positive for the future without known rationale.

It is the overall degree obtained in the unrealistic measure of optimism of supporters by the student belonging to scientific clubs.

Students belonging to scientific clubs: students who study at Blida University 01 and belong to a university scientific club.

Scientific clubs:

Open research spaces for students to conduct experiments, complete projects, scientific research, meet and organize courses at Blida University 01: El-kindi, CSCC, ITC, AIESEC, NSC, WEMED

_ Study curriculum:

The appropriate correlative descriptive curriculum was used for the purpose of this study, namely to reveal the nature of the relationship and the extent of the association between creative thinking variables and unrealistic optimism in the sample of students belonging to scientific clubs, which can only be studied using this type of curriculum.

Sample study 4_:

In our study, it was difficult for us to include every community of students belonging to the University of Blida 01 scientific clubs, to grow their numbers and to reduce the time allocated for study, especially in the current exceptional situation due to the epidemic and its subsequent paralysis in various sectors. Therefore, the study was conducted on a sample of the original society, consisting of 45 students. The small sample is due to the inability to apply remote study tools under the current

circumstances. One measure (the Torrance verbal image scale "A" for creative thinking) is difficult to apply remotely.

This was done using the intentional preview of the sample's personnel being well known.

Where the sample consisted of 18 students and 27 students, aged [17-25] years, and their university level from the first Bachelor's Degree for Second Master, our specialties comprised several disciplines: Medicine, Pharmacy, Aviation, Renewable Energies, Mathematics and Automated Media, Nature Science and Technological Science, PST 06)) Clubs: EL-KINDI, CES, SC, IC, IC, I.

_ Study Tools:

Creative Thinking: Torrance for Verbal Image "A".

Torrance's verbal creative thinking test (a) is used to measure individuals' creative thinking ability. This test applies to all categories except children below the grade 4 primary level, because the verbal test requires a written response. The test measures three skills: fluency, flexibility and authenticity. The overall degree of creative thinking is a total of these skills, with the verbal picture consisting of six sub-activities that take five minutes each except for the fourth and fifth activity, taking ten minutes.

Notation of the test:

To correct the creative thinking test, researchers followed the following steps:

_ Deep reading of correction instructions contained in Fouad Abu Habab's 1976 correction manual and Abdullah Suleiman.

- Practice how the test is corrected to know the categories of flexibility and the weight of authenticity of students' responses, as well as develop understanding and knowledge of responses where there is more creative power than other responses.

_ Start correcting the test and monitor the scores of each of the test activities in the patch paper.

The following illustrates how responses to testing activities are corrected in each of the creative thinking skills:

_ Fluency:

The degree of fluency in each activity is calculated by calculating the totality of responses related to the activity and excluding responses that have nothing to do with the activity.

_ Flexibility:

The degree of flexibility is determined by the number of categories within which students' responses to each activity fall. For example, if each individual's response to the activity falls into one category (related to reflection), he or she receives one degree of that activity, and if two responses occur in two categories, he or she receives two degrees of flexibility and so on.

As part of the correction manual, Torrance has prepared a list of flexibility categories, each with a set of interrelated responses, which researchers use during the correction of this list. (Penke, 2003)

Scale

Badr Mohammed al-Ansari's unrealistic measure of optimism consists of 24 items, half of which measure unrealistic optimism through good events, and half of which measure unrealistic pessimism through tragic events. Each answers within eight alternatives (from 10% to 80%).

It was prepared on the Kuwaiti environment, and the psychometric conditions were calculated on samples from Kuwaiti society, and it was found to have good transactions for honesty and stability. (Al-Ansari, 2002)

Scale notation

The unrealistic measure of optimism for Badr al-Ansari contains 24 items corrected on an eight scale, 12 a special item for good events, namely, items numbered: (1,2,4,6,8,10,12,14, 16,17,18,18, 21).

The rest of the items that revolve around the tragic events (3,5,7,9, 11,13, 15,19, 20, 22, 23, 24) are reversed and then combined with the scores of the good events items to extract the scale's overall score.

Presentation, discussion and interpretation of results:

1 presentation, discussion and interpretation of the first hypothesis's findings:

The first hypothesis states that:

_ The level of creative thinking among students belonging to scientific clubs is high.

To verify this hypothesis, C2 has been calculated and the following table shows the results:

Table (01)

shows the level of creative thinking among students from scientific clubs.

Indicative level	Calculated C2	Scheduled C2	Degree of freedom	Percentage	Repetition	Level of creative thinking
0.01	40.13	9.21	2	%8.9	4	Weak
				%77.8	35	Average
				%13.3	6	High

We note from Table 10 that 4 of the sample's estimated 8.9% received scores ranging from 35 to 90, which indicates that their level of creative thinking is poor. While 35 members of the sample are estimated to be 77.8%, the highest, ranging from 91 to 149, indicating that they have an average level of creative thinking, We also note that 6 individuals are estimated to be 13.3% Their grades range from 150 to 185, indicating that they have a high level of creative thinking.

To ascertain the significance of these differences, C2 was calculated at 40.13, which is greater than C2 scheduled and estimated at 9.21 at the level of 0.01. This indicates that the observed differences are actual differences and thus indicates that the level of creative thinking of students belonging to scientific clubs is average. Thus, the study's first hypothesis did not materialize.

In this regard, we find the Brahim Badr study entitled: Creative Thinking and its Relationship with Leisure Activities of University Student at Shalff University, which aims to learn about the level of creative thinking of university student according to theory (Mednick) and his relationship to leisure activities, concluding that students' level of creative thinking is below average, with significant differences in creative thinking according to the gender variable in favour of males, and that the relationship between creative thinking and leisure activities is very weak and irrelevant. (Badr, 2016)

We find a study by Bashiri Ben Attiya on creative thinking and its relationship to the academic achievement of students of the Institute of Science and Techniques of Physical and Sporting Activities at the University of Mesaila. It aims to reveal the level of creative thinking and its relationship to the educational achievements of the study sample. For this reason, the researcher applied the creative thinking test of Mr. Khairallah, to a sample of 60 students of the Physical Education Department second year Master. He concluded that: The level of creative thinking among students of the Physical Education Department is high, and there is an expulsive relationship between

creative thinking and educational achievement among students of the Physical Education Department. (Bashiri, 2016)

From the previous two studies, the results of the first study converge with what was achieved in the current study. contrary to the findings of the Bashiri study, which contradict our findings and indicate a moderate level of creative thinking among students belonging to scientific clubs, This is due to the personal characteristics of these students, which, according to the studies, have a positive impact. They are resilient, motivated, independent, temperamental, humorous and self-assertive, but they have not received enough attention and support to raise the level of creative thinking further. It is a marginalized group by the University, lacking the means and possibilities, especially modern ones, that raise the student's level of creative thinking and give him the will to do more.

There is also a lack of coordination between Algerian universities, research centres and even the private sector, which would have helped students to reflect their creative thinking into creative products or performance and new discoveries in the field and on the ground, giving them opportunities to cope with the latest developments and developments, as well as to highlight their creative abilities.

All of this plays a major role in influencing the student's psychology and employing his skills and possibilities, the most important of which is creative thinking.

2 Presentation, discussion and interpretation of findings related to the second hypothesis:

The second hypothesis states that:

The level of optimism among students belonging to scientific clubs is high.

To verify this hypothesis, C2 has been calculated and the following table shows the results:

Table (02)

shows the level of unrealistic optimism among students from scientific clubs.

Indicative level	Calculated C2	Scheduled C2	Degree of freedom	Percentage	Repetition	Level of optimism unrealistic
0.01	20.93	9.21	2	%60	27	Low
				%35.6	16	Average
				%4.4	2	High

We note from Table 11 that 27 members of the sample are estimated at 60%, the highest score between 108 and 130, indicating that their level of optimism is unrealistic. While we note that 16 members of the sample have an estimated 35.6% score of 131 to 168, which indicates that their level of optimism is unrealistic. We also note that two members of the sample are estimated at 4.4%. Their grades range from 169 to 192, indicating that their level of optimism is unrealistic.

To ascertain the significance of these differences, C2 was calculated at 20.93, which is greater than C2 scheduled and estimated at 9.21 at the level of 0.01. This indicates that the observed differences are actual differences and thus indicates that the level of optimism of students belonging to scientific clubs is low. Consequently, the second hypothesis has not been fulfilled.

The results obtained in this study are inconsistent with the second hypothesis: the level of unrealistic optimism among students belonging to scientific clubs is high.

This finding is close to the findings of the **Coelho (2016)**, which aimed to reveal the nature of the relationship between self-confidence and unrealistic optimism to the motivation of achievement among students of universities in Biskra, the Valley and Raqla, and found that students had a moderate level of unrealistic optimism. (Coelho, 2010)

The low level of unrealistic optimism may be due to students' awareness and acceptance of reality, as well as their rational perception of future events (graduation, employment, marriage, their health and even economic future) and their rational appreciation of them.

After completing his studies, most students find it only important to obtain a degree and a job that protects the concern of unemployment to live a stable life. This realistic planning limits the student's expectations and makes his perception of matters more realistic and serious and his treatment of them objectively.

3 discussion and interpretation of the conclusions relating to the third hypothesis:

The third hypothesis states:

There is a statistically significant correlation between creative thinking and unrealistic optimism among students from scientific clubs.

To validate this hypothesis, Pearson's correlation coefficient was calculated between the overall degree of creative thinking test and the overall degree of optimism measure is unrealistic. The results are shown in the following table:

Table (03)

shows the correlation between creative thinking and unrealistic optimism among students belonging to scientific clubs.

Resolution	Indicative level	Pearson Correlation Coefficient	Variables
Statistically irrelevant	0,079	0,27	Creative thinking and optimism unrealistic

We note from Table 12 that the correlation with Pearson's coefficient of association between creative thinking and unrealistic optimism has reached 0.27, which is statistically inconclusive, and that there is no statistically significant correlation between creative thinking and unrealistic optimism among students belonging to scientific clubs.

Consequently, the third hypothesis that there was a correlation between the variables in the study sample, which contradicted the findings that there was a correlation between creative thinking and unrealistic optimism among students belonging to the scientific clubs of Blida University 01.

This can be explained by the ability of students belonging to scientific clubs to deal with many of the problems and obstacles encountered in their lives in general. The scientific aspect is specific to flexibility and modernity. s overly positive and unjustified view of future events awaiting it, This is largely due to the effects of the environment and the individual's reality, which requires logical thinking and a realistic view of the future.

conclusion:

The purpose of the current study was to reveal the level of both creative thinking and unrealistic optimism among students from the University of Blida scientific clubs "01", as well as knowledge of the relationship between them in the study sample, for which the Torrance verbal image test was applied (a) to measure creative thinking and Mohammed Badr al-Ansari's measure of unrealistic optimism on a sample of these students, where the study axes are formulated according to their assumptions.

The results showed that the student sample has an average level of creative thinking positive personal features that motivate creative thinking, even though we assume their level is high. and colliding with the effects of a university environment that is not encouraging to invest the full range of their creative abilities, This group seeks to change society for the better and keep abreast of the latest developments by exploiting its scientific energies and qualifications as well as its creative talents, but feels that society does not respond to its desires and needs.

We have found that the level of unrealistic optimism is low contrary to what was previously assumed, given students' awareness and rational beliefs, their objective view of future events and their rational appreciation of them.

The results of the study also resulted in a lack of correlation between creative thinking and unrealistic optimism among students belonging to scientific clubs, and the lack of correlation between study variables can be explained by the fact that these students - The study sample - They have the ability to overcome some of the challenges and difficulties they face in their field of science or in their lives in general with flexibility, which does not affect the student's perception of future events with excessive positivity, but rather owing to the nature of the environment in which he lives and the effects of the reality of the environment on his thoughts and beliefs.

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