

## The borrowed hope for the university students

By

**Rana Khaled Jawad Al-Musafiri**

Babylon university / College of Education for Human Sciences/Iraq

Email: [rrna0150@gmail.com](mailto:rrna0150@gmail.com)

**Ali Hussein Mazloun Al-Mamouri**

Babylon university / College of Education for Human Sciences/Iraq

### Abstract

*The current research aims to identify  
The borrowed hope of university students*

In order to achieve the goal of the research, the researcher reviewed many previous studies and some theories related to the subject of the research, as the researcher prepared the borrowed hope scale and presented its paragraphs to a group of arbitrators specialized in educational and psychological sciences and psychometrics. Applies to me completely, applies to me a lot, applies to me little, applies to me rarely, never applies to me) and the correction key (5\_4\_3\_2\_1) respectively and all paragraphs are towards the scale and there are no paragraphs opposite to the direction of the scale, as the scale is from ( 40) items distributed over three areas (goals, willpower, creating paths), as the scale was applied to a sample of (400) male and female students from the University of Babylon, with (167) male and (233) female students chosen by the stratified random method with a proportional distribution From the original community and after analyzing the data statistically using the statistical bag for social sciences (spss)), the following result was obtained: University students enjoy a good degree of borrow hope.

### Chapter One

#### Introduction to the Research

##### *First: the research problem*

Young people at present suffer from various conflicts and contradictions, as well as failures, as many of them set goals, hopes and ambitions that exceed their expectations and capabilities and do not fit with the life reality that exists in society. ( Maamaria, 2006 2:) Because of their exposure to many social, family and academic problems, which causes them psychological exhaustion and leaves side effects in their lives that call for the loss of hope, which makes them resort to adaptive methods that may not be suitable to overcome these crises and frustrations, and they set goals for themselves through Observing other models who were able to overcome the same crises or close to them, without taking into account the capabilities and capabilities of these individuals (Jassim: 2016:2). This type of solution exposes them to many problems, exposes them to undesirable events, and causes them to develop dangerous behaviors (Schweitzer, 2002: 228).

In this regard, McKenna believes that borrow hope occurs when individuals lower their personal expectations or estimates in the face of bad events and also exaggerate positive events, which leads them to a borrow sense of hope (Al-Ansari, 1993: 23).

Bandura also explained that the metaphor of hope is very similar to the process of imagination, as the individual imagines and meditates when watching a cinematic character or a public figure, but these ideas quickly become frustrated and disappointed, as the

imagination contradicts reality and the individual cannot achieve it (Al-Asadi, 2013:213). He resorts to borrowing hope from others who have high successes and potentials due to the interruption of his hope, the large number of disappointments he experienced, or because of the psychological problems he experienced, which had a severe impact on him (Al-Farmawi, 2013:138). From the previous review, we can determine the problem of the current research by answering the following question:

**Do university students have borrowed hope?**

### ***Research Importance***

The current research stems from the positive orientation of psychology, which is concerned with the characteristics that make the psychological and social life of individuals happier and more effective. Therefore, psychological research seeks to pay attention to this important segment, understanding the permanent wealth of all societies, which have received attention from this segment by educators, educators, guides, as well as thinkers and others. If the student understands his abilities, he can control and control them. If students have hope, optimism, happiness and other positive characteristics, this is the beginning of achieving the goals and ambitions they seek (Petro celli, 2009; Nguyen et al., 2021).

Everyone has ambitions and hopes in his life and circumstances may help him to achieve some or a few of them or all of them. Also, some individuals may live a harsh life and others live a less cruel life, so individuals borrow hope in order to overcome harsh conditions and achieve goals (Massar, 2020; Piñeros, 2020).

Thus, he can adapt to his stressful circumstances, if Lazarus shows (Lazarus, 1991) that hope provides man with a platform that enables him to communicate with life by overcoming difficulties and problems, and that everyone needs to borrow hope because without it he would be frustrated and sad, and he must also include struggle and determination. Thus, it becomes a catalyst for anticipating better and better conditions and becomes ready to achieve ambitions (Lazarus, 1991; Soldatos, 2021).

Snyder pointed out the role of hope in forming positive thoughts and combating negative thoughts, especially in cases of stress and negative thoughts circulating in the minds of thousands of people, as well as developing the individual's skills and ability to speak positively with himself. His motivation (Snyder, 2002: 4). Borrowed hope is an emotional expression that is stable in the situations faced by the individual and believes that he can communicate and achieve his future goals (Al-Aboudi and Saleh, 2015: 12).

The importance of the research is summarized in:

### ***Theoretical significance***

The current research presents a clearer theoretical vision about the research variables represented by the borrowed hope to direct the attention of educators and academics to the importance of this variable and its role in the educational process.

The topic of the current research constitutes a new scientific addition to positive psychology, cognitive, social and educational psychology in understanding and forming the personality of individuals who go through situations in which they feel hope.

The current research focused on the youth category at the university level because of their role in assuming responsibility.

### ***Practical importance***

The results of this research can serve specialists in the fields of education,

educational, psychological and social guidance, the method of measurement that was used, and the results produced by the research.

### ***Research Objectives***

#### ***Aims of the Research***

The current research seeks to identify the borrow hope of university students.

#### ***Limitation of the Research***

The current research is determined by the study of (Loaned Hope among Babylon University Students) for the morning primary study, for both sexes (males - females) and for both disciplines (scientific - human) for the academic year 2021-2022)

#### ***Definition of the Research***

The researcher explains the variable of her current research with a scientific explanation as follows:

#### ***Borrowed hope defines it: (Snyder, 2010) Snyder.***

It is the resurrection of the spirit of hope when the individual notices the fulfillment of ambition in another person, such as the rebirth of the spirit of hope for a person who wants to get a job when he finds another person who has obtained it (Al-Aboudi, 67: 2010).

#### ***Theoretical definition:***

The researcher adopted Snyder's definition as it is characterized by clarity and comprehensiveness in defining the variable.

#### ***Procedural definition:***

It is the total score obtained by the respondent from the way he responds to the items of the scale used in the current research.

## **Chapter two**

### ***A theoretical framework***

The concept of borrowed hope was introduced in the fifties of the last century by (Snyder), and that was through psychological and medical studies that he conducted, which emphasized the importance of its role in achieving human adaptation and understanding the levels of hope that is determined by the extent of the individual's adaptation to the environment around him (Snyder, 1991: 280).

Press, 1987 mentioned that borrowed hope is the first experiences of trust where the individual is influenced by the beliefs of others and what appears from cooperative activities (press 1987 p129))

(Snyder) explained that the borrowed hope is due to the individual's first experiences that exist since childhood, but he did not show it by simply watching the model or the person who has good behavior. (Snyder 1991: 51)

Borrow hope is linked to the existence of positive conceptual models about self, others, and the future, and these models may go back to the early stages of childhood (Bowlby 1980:299).

And (Bowlby) interpreted the concept of borrowed hope in an epistemological

interpretation, as he pointed out that every situation we encounter or encounter in our lives is explained under what are called conceptual or cognitive models, and these models constitute a formula by which we receive information received from the surrounding environment through the sense organs, as it determines our perceptions about ourselves, and others and the world, and these models are an organized formation formed through interaction with parents and others and work automatically and subconsciously and integrate every new experience in them. Positive, it makes the individual's view of others and the future positive and thus creates for him hope and optimism, but if it is negative, it creates for him loss of hope and pessimism (Abu Al-Diyar, 38: 2012).

(Bowlby) added that borrow hope represents a state of existence for others and we hope that it will bring us something of change or that we will change accordingly. Therefore, this type of hope is used as a result of the obstacles and pressures that the individual is exposed to, which does not enable him to achieve his goals in advance. Individuals describe this condition or type.” Hope as stressful for them is that this kind of hope arises in the individual through the individual’s awareness of his success in his pursuit of goals and that he has positive emotions about achieving his goals, and these emotions serve as reinforced feedback for him (Abu Saree, 180: 2015). Those who have high hope and optimism have enthusiasm, self-confidence, and a positive inner state that enables them to engage in various activities to reach the goals (Al-Aassar and others, 167: 2014). And that this kind of hope has an impact on the person, so the person must have a degree of strength and determination to continue to achieve what others have achieved before him, and (Broznitz) distinguished between hope and borrowed hope. The human being with all his potential to experience the experience of hope. As for hope, it is a deception or a mirage that the individual has. Some theorists have emphasized the relationship of hope to expectation. Stotland sometimes depicted the individual expecting himself to reach the highest levels or possibilities in his ability to achieve his goals. (Al-Asar, 180:2013).

### ***Theories explaining borrowed hope***

#### ***Snyder 2000 theory***

This theory has received great attention from researchers, despite being an epistemological theory, but it has received a lot of acceptance in psychological circles because of its role in achieving goals. Impossible as he asserts that the individual must avoid impossible goals for fear of failure of his hope, and thus hope has a borrow hope, and the individual doubts that his potential and abilities are incapable of doing anything. The individual must choose several means and alternatives for the same goal so that he can choose or select the best of them and appropriate for the intended goal. It means the hope borrowed from Snyder's point of view is the change of conditions for the better through the intervention of factors external to the person and waiting for relief in their actions or the hope of success in life endeavors and future aspirations to achieve goals (Snyder, 2000:135)

Snyder considered that hope is a product of the emotional state (the state of hope and wish), and it is the product of thinking about the possibility of making success through perseverance in reaching the goal. On the other hand, if the individual is exposed to any obstacle in achieving his goals, negative feelings of (despair, grief) emerge from him and failure results in him (Snyder, 2000: 135).

Borrow hope also plays a role in change, as it is the main catalyst for change, because people are motivated by changing circumstances based on goals they set and choose means to reach them that are more effective in their success, which raises the level of expectation of success and thus achieving the possibility of change. (Snyder, 2000: 136). Borrowed hope

may take a general curve represented in the characteristic of hope, that is, it is limited to a specific sector of goals, i.e., the individual has a specific partial goal (qualitative hope). Thus, the individual differences between individuals in terms of hope, where individuals vary in the area of borrow hope (Snyder, 2000: 130).

Snyder added that borrowed hope, like optimism, grows through environments of family and school upbringing that provide love, care, communication, self-confidence and self-esteem, providing an opportunity for the individual to experiment and learn, and encouraging those with potential to achieve their ambitions and instill confidence in them. The Neurobiology Basis of Hope and Optimism. Where scientists discovered the existence of two opposing nervous systems for the movements of goal-directed behavior. The first is the Behavior Activating System, which prompts the individual to walk, progress, feet, experiment and try. It was also called another name, the walking behavior system, which acquires a property in hope and optimism.

The second is the Behavior In habiting System. This system moves to stop open behavior, transforming into a defensive response. It moves in situations of threat, danger, punishment, reprimand, and falling into situations of pessimism and despair associated with a situation of oppression and waste. It disrupts the nervous system that activates behavior and stimulates the positive system (Snyder 2000). :137)

The borrow hope is also related to the problem-solving methodology in terms of generating alternatives and balancing them and switching from one alternative to another according to the requirements of the pursuit of the goal, but the borrow hope includes an emotional component that the problem-solving methodology does not care about (Snyder 2002: 17)

Snyder divided borrow hope into three main components:

**1. Goals:** Any topic or any experience that we imagine in our minds and would like to reach, and this experience or topic intends to change a state or moral or psychological satisfaction, such as searching for a social center, searching for happiness, or achieving goals previously in his mind.

**2. Willpower:** It is the motive that drives the goal or goal that we are trying to reach. It is the mental energy that the individual possesses in achieving his goal and the preparations that help us move towards the goal we seek to achieve.

**3. Creating paths (Way power):** It is the mental capacity that enables us to find more than one way to reach our goals, as well as the alternative plan that the individual takes to achieve the goal (Digam, 2005: 5).

## Chapter Three

### Research Methodology and Procedures

This chapter includes a presentation of the procedures followed by the researcher to achieve the objectives of her research, starting from the research methodology, the research community and the selection of its sample, verifying the validity and reliability of the two research tools and determining the statistical methods that were used in this research.

#### *First, the research method*

The current research method is a descriptive associative approach, as it aims to determine whether there is a correlation between the two variables of the research. The

purpose of correlational research is to determine the existence of a relationship (or the absence of a relationship) between the variables under study and the use of correlational relationships in making predictions (Melhem, 2000, p. This is done by using the correlative methods between the variables of the phenomenon (Ismail, 2002, p. 16), and this type of studies is also used when the researcher wants to know the relationship between two or more variables in order to describe and analyze the phenomena and investigate the relationships with their components and that the relationship between the variables is either positive or negative. (Al-Dahri and Al-Kubaisi, 1999: 37)

### ***Second, the research community***

It means all individuals, people or all things who are the subject of the research (Obaidat and others, 2004: 99), where the current research community [1] consists of students from the faculties of the University of Babylon, numbering (20) colleges in various types of scientific and human specializations, and to define the community of the researcher obtained a copy of the university census for the academic year 2021/2022. The research community was determined, which amounted to (26,674) male and female students, who were distributed among the faculties of the University of Babylon with (5) faculties representing humanitarian specializations, and a total of (10,226) male and female university students, representing a percentage of (2,42%), and (15) colleges representing scientific specializations, with a total of (16,408) male and female students, representing (8.58%), and students were distributed according to the gender variable with (11056) male students representing 93,40% of the research community, and (15578) female students, representing (1,59%), and to select the research sample and ensure the homogeneity of the sample, fifth and sixth stage students in the faculties of the medical group (medicine, dentistry, pharmacy) and the fifth stage will be excluded. In the College of Engineering/Department of Architectural Engineering and the College of Science for Girls, for the heterogeneity of the sample, and Table (1) shows the details of the research community.

**Table 1** shows the research community

Total	Gender		Specialization	College
	Female	Male		
2082	978	1104	scientific	Administration and Economics
830	133	697	scientific	sports
1041	583	458	scientific	for pure science
463	370	93	scientific	Nursing
1114	1114	0	scientific	science for girls
1340	834	506	scientific	Art education
2543	1018	1525	scientific	Engineering
1021	523	498	scientific	Information Technology
664	421	243	scientific	Hammurabi medicine
1383	879	504	scientific	Medicine
876	579	297	scientific	dentistry
1115	786	329	scientific	Sciences
500	297	203	scientific	materials engineering
1072	758	314	scientific	the pharmacy
364	120	244	scientific	Musayyib Engineering
16408	9393	7015		Total scientific colleges
4438	2540	1898	Humanitarian	the basic
2664	1944	720	Humanitarian	Education for the Humanities
1338	599	739	Humanitarian	Law
1062	622	440	Humanitarian	Literature
724	480	244	Humanitarian	Quranic Studies
10226	6185	4041		The total number of humanities colleges
26674	15578	11056		The grand total of colleges

### ***Third: Samples of the Research***

The research sample is defined as that part of the community whose selection is based on scientific rules and methods so that it is a true representative of the community (Zaytoon, 145:2005), as the researcher chose the sample to achieve the objectives of her research according to two stages, which were:

### 1- Sample of the colleges

The researcher used the stratified random method in selecting a sample of colleges, as he wrote the names of the scientific colleges separately and the humanities colleges separately on small papers and put them in the bag and pulled out ten colleges, including 6 scientific and (4) humanitarian, which represent ((50% of the colleges and a department was chosen). from each college in the same way, as shown in Table (2).

**Table 2:** *Sample of colleges distributed according to college, specialization, and gender*

Total	Gender		Specialization	College
	Female	Male		
1041	583	458	scientific	for pure science
2543	1018	1525	scientific	Engineering
1021	523	498	scientific	Information Technology
876	579	297	scientific	dentistry
1115	786	329	scientific	Sciences
1072	758	314	scientific	the pharmacy
7668	4247	3421		Total scientific colleges
2664	1944	720	Humanitarian	Education for the Humanities
1338	599	739	Humanitarian	Law
1062	622	440	Humanitarian	Literature
724	480	244	Humanitarian	Quranic Studies
5788	3645	2143		The total number of humanities colleges
13456	7892	5564		The grand total of colleges

### 2- Student Samples

The researcher chose a sample of students using the stratified random method with a proportional distribution using the Steve Thompson equation in choosing the number of the sample. Therefore, the researcher adopted a sample of (400 male and female students from the third stage of the scientific and humanities faculties, amounting to (167) male and (233) female students., they were distributed according to gender and specialization. The total number of students in the humanitarian specialization was (171) male and female students, consisting of (65) male and (106) female students, while the total number of students in the scientific specialization was (229) male and female students, consisting of (102) male and (127) female students. Table (3)) explains it

**Table 3.** *Distribution of the basic research sample according to gender, specialization, and scientific section*

Percentage	Total	Female	Male	scientific department	College
%8	32	18	14	Physics	Education for pure science
%19	75	30	45	electricity	Engineering
%8	31	16	15	software	Information Technology
%7	26	17	9	-	dentistry
%8	33	23	10	chemistry	Sciences
%8	32	23	9	-	the pharmacy
57%	229	127	102		Total scientific colleges
%20	79	58	21	psychology	Education for the Humanities
%10	40	18	22	-	Law
%7	28	15	13	Sociology	Literature
6%	24	15	9	jurisprudence	Quranic Studies
%43	171	106	65		The total number of humanities colleges
%100	400	233	167		The grand total of colleges

### Statistical analysis sample

Nunnally (1978) suggests that the sample size of the paragraphs analysis be (10\_5) individuals for each paragraph of the scale (Nunnally 1978:262). Choosing a sample for statistical analysis in the same way that the main research sample was chosen, and Table (4) shows this

**Table 4.** *Distribution of the research sample according to gender, specialization and scientific department*

percentage	Total	Female	Male	scientific department	الكلية
%8	32	18	14	Maths	Education for pure science
%19	75	30	45	civil	Engineering
%8	31	16	15	information security	Information Technology
%7	26	17	9	-	dentistry
%8	33	23	10	Physics	Sciences
%8	32	23	9	-	the pharmacy
57%	229	127	102		<b>Total scientific colleges</b>
%20	79	58	21	geographical	Education for the Humanities
%10	40	18	22	-	Law
%7	28	15	13	Archaeology	Literature
%6	24	15	9	Language Science	Quranic Studies
%43	171	106	65		<b>The total number of humanities colleges</b>
100%	400	233	167		<b>The grand total of colleges</b>

#### ***Fourth: The search tools***

In line with the theoretical framework adopted by the researcher in studying the variables, and in order to achieve the objectives of the current research, there must be two tools to measure the research variables, one of which measures mutual gratitude and the other is borrowed hope. Therefore, the researcher took the following steps

#### ***Measuring Hope***

After reviewing the literature and previous studies regarding borrow hope, the researcher did not find a tool that fits the sample of the current research, so it was necessary to build a tool to measure borrow hope, and this was done according to specific scientific steps to build psychological measures, which begin by identifying the theoretical premises on which the researcher is based in building The scale, the researcher built a scale according to the scientific steps used in constructing the scales, which are

#### ***Defining the concept of borrow hope and its fields***

In order for the scale to be accurate in its measurement, the concept to be measured must be clearly and accurately defined, in order to avoid any interference that may occur between one behavior and another (Cronbach, 1970:469). After the researcher prepared a theoretical framework for the concept in question, and based on the theoretical premises of building the scale, the researcher based on the theory and definition of Snyder (2010) for the concept of borrowed hope, where he defined it (it is the resurrection of the spirit of hope in the individual when the achievement of ambition is observed in another individual, such as the resurrection of The spirit of hope for a person who desires to obtain a prestigious position when he finds another person who has obtained it) (Snyder, 2010: 67). He identified three areas of the scale:

**1.Goals:** They are any topic or any experience that we imagine in our minds and would like to reach, and this experience or topic intends to change a state or moral or psychological satisfaction, such as searching for a social center, searching for happiness, or achieving goals previously in his mind.

**2.Will power:** It is the motive that drives the goal or goal that we are trying to reach, and it is the mental energy that the individual possesses in achieving his goal and the

preparations that help us move towards the goal we seek to achieve.

**3. Creating paths Way power):** It is the mental capacity that enables us to find more than one way to reach our goals, as well as the alternative plan that the individual takes to achieve the goal.

**Paragraphs and their alternatives**

In light of the theory and definition of Snyder (2010), paragraphs were formulated covering the theoretical definition of the concept distributed among its fields, taking into account the clarity of the paragraphs, and that they should be short, carry one idea, and be representative of the different life situations of students and avoid the use of negation - negation in the formulation of the paragraphs, and the researcher was able to formulate ( 47) a paragraph representing the borrowed hope scale in its initial form, and for the purpose of identifying the degree that the respondent obtains when answering the paragraphs of the borrowed hope scale, the researcher developed five alternatives to answer in the light of Likert criteria: **(Applies to me completely... applies to me a lot... applies to me little.. It applies to me rarely... never applies to me)** and takes the weights (1\_2\_3\_4\_5), then sums the scores of the paragraphs and gives us the total score of the scale.

**Logical Paragraph Analysis (Paragraph Validity)**

For the purpose of determining the validity of the paragraphs in the borrowed hope scale, the researcher followed the following procedures:

**A- Present the scale items in their initial form**

For the purpose of verifying the validity of the paragraphs of the scale in its initial form, the researcher presented the scale in its initial form to a group of arbitrators specialized in educational, psychological and psychometric sciences for the purpose of evaluating the paragraphs and judging them in terms of their clarity and ability to measure what they were prepared to measure and their suitability for the research sample and whether the alternatives to the five paragraphs After collecting and analyzing the opinions of the arbitrators, the researcher reached the following:

- ❖ All items were kept because the calculated chi-square value is higher than the tabular chi-square value based on the judges' answers, who were presented with the initial image of the borrowed hope scale.
- ❖ In light of the linguistic arbitrators' observations, some paragraphs were modified, so that the number of paragraphs of the scale prepared for application on the statistical analysis sample is (47) paragraphs.

**Table 5.** *The value of chi-square 2 and the percentage to extract the sincerity of the paragraphs of the borrowed hope scale*

Indication level	Chi value		opponents	their ratio	Agrees	Paragraphs	Field	T
	Tabular	Calculated						
Significant		22.53	2	%93	28	45:39:32:31 28:20:15:6 35:34:33:26 25:24:18:8:2 19:17:16:9:1:30:29:27:23:22 47:43:42:38:37:36 21:10:17	Goals Willpower Create Tracks Goals	1
Significant	3.84	19.200	3	%90	27	46:44:12 14:4 5	Willpower Create Tracks Goals	2
Significant		16.133	4	%86	26	3 13	Willpowe Create Tracks	3

Through the above table, we find that all values of chi are a function because the calculated value is greater than the tabular value which is (3.84), the degree of freedom (1) and the level of significance (0.05), so all paragraphs are accepted, and the scale becomes (47) an appendix paragraph (5) represents the scale in its final form.

### ***Prepare scale instructions***

After completing the modifications suggested by the arbitrators to the paragraphs of the scale in its initial form, the researcher placed the response instructions for the sample members on the scale, which are the same as what was mentioned in the preparation of the instructions of the Mutual Gratitude Scale. Cronbach (1970) indicates that explicit naming of personality measures may cause the respondent to falsify his answer. (211: Cronbach, 1970).

### ***Experience clarity of instructions and paragraphs***

This procedure aims to identify the extent of the clarity of the instructions of the scale, the clarity of its paragraphs in terms of wording and meaning, and calculating the time taken to answer the scale, so the researcher applied the borrowed hope scale on a sample of (40) male and female students from two colleges (College of Education for Human Sciences, College of Engineering ) As shown in the table below, they were chosen by a stratified random method with an equal distribution, and they were asked to read the instructions and paragraphs of the scale, read them carefully, and inquire about any ambiguities they face. 17) minutes, and an average of (14) minutes.

**Table 6.** *The survey sample according to the colleges*

Total	Female	Male	Specialization	College	T
20	10	10	Humanitarian	Education for the humanities	1
20	10	10	scientific	Engineering	2
40	20	20		Total	

### ***Statistical procedures for paragraph analysis***

#### ***Discriminatory power:***

Discriminatory power was extracted in two ways:

#### ***1.The two terminal groups***

The objective of the item analysis is to obtain data from which the discriminatory strength of the scale items can be calculated, as well as the internal consistency of its items. Al-Dawri, 2004: 133. Therefore, the researcher applied the scale to the sample of statistical analysis, which was chosen from a sample other than the research sample, in the same manner as is used in the scale of mutual gratitude, i.e. (400) students and according to the following steps:

1. The answers of (400) male and female students were analyzed by placing a score in front of each paragraph of the scale according to the alternative chosen by each student.

2. The total scores of the sample members were arranged in descending order from the highest score to the lowest score.

3. Of them (27%) were selected from the higher grades and (27%) from the lower grades, and (27%) in each group reached (108) responses. Thus, the number of forms that were subjected to statistical analysis reached 216, with the highest average for the group The upper group (27.4) and its lowest average (33.3), while the highest average of the lower group reached (57.3) and the lowest average (79.2)

For the purpose of calculating the discriminatory power, the researcher extracted the values of the t-test for two independent samples in order to test the significance of the

differences between the two end groups, and to calculate the arithmetic mean and standard deviation for both the upper and lower groups, and it became clear that all items are distinct, and that all items have reached a value greater than the tabular t-value of ( 96.1 at the significance level (05.0) and the degree of freedom (214) except for the paragraphs (39\_17\_15\_2) whose values are less than the tabular T value, so these paragraphs are undistinguished

## 2. Internal consistency

The relationship of the paragraph's degree to the field to which it belongs and to the total degree:

**Table 7.** Correlation coefficients between each paragraph and the domain to which it belongs and the total score of the borrowed hope scale

Indication	Relationship to the overall degree	Its relationship to the field	Paragraph	Field
Non-significant	.076	.079	F2	
Significant	.118**	.273**	F3	
Significant	.477**	.653**	F8	
Significant	.406**	.544**	F10	
Significant	.362**	.587**	F12	
Significant	.528**	.549**	F 18	
Significant	.414**	.610**	F24	
Significant	.370**	.561**	F 25	Willpower
Significant	.464**	.703**	F26	
Significant	.320**	.446**	F33	
Significant	.305**	.473**	F34	
Significant	.204**	.251**	F35	
Significant	.349**	.503**	F41	
Significant	.297**	.504**	F44	
Significant	.487**	.653**	F46	
Significant	.379**	.474**	F5	
Significant	.350**	.531**	F6	
Significant	.383**	.499**	F7	
Significant	.328**	.469**	F11	
Significant	.050	.061	F15	
Significant	.325**	.562**	F20	
Significant	.370**	.573**	F21	Goals
Significant	.372**	.576**	F28	
Significant	.194**	.219**	F31	
Significant	.314**	.335**	F32	
Nonsignificant	.034	.081	F39	
Significant	.307**	.534**	F40	
Significant	.309**	.501**	F45	
Significant	.167**	.270**	F1	
Significant	.290**	.476**	F4	
Significant	.324**	.471**	F9	
Significant	.279**	.505**	F13	
Significant	.383**	.485**	F14	
Significant	.374**	.586**	F16	
Nonsignificant	.054	.080	F17	
Significant	.392**	.653**	F19	
Significant	.411**	.553**	F22	
Significant	.440**	.633**	F23	Creating tracks
Significant	.343**	.625**	F24	
Significant	.359**	.593**	F29	
Significant	.341**	.485**	F30	
Significant	.319**	.484**	F36	
Significant	.301**	.508**	F37	
Significant	.357**	.587**	F38	
Significant	.348**	.536**	F42	
Significant	.469**	.624**	F43	
Significant	.393**	.600**	F47	

Standard Characteristics of the Borrowed Hope Scale

The main objective of this procedure is to find out whether each item of the scale

measures the same behavioral dimension that the scale measures, thus giving an indication that each item of the scale is on the same path as the scale with all its items (Allen & Yen 1979: 74)

Therefore, the researcher used the Pearson Correlation Coefficient to extract the correlation between the degree of each paragraph of the scale and the total score of the scale and the relationship of each paragraph of the field with the total degree of the field and the relationship of the degree of each field with the total degree of the scale and the degree of each field with other areas of the concept as well as the It was tested with the t-test for the significance of the correlation coefficient, and table (7) shows that.

### ***A\_ Honesty***

The validity of the borrowed hope scale was verified by:

#### ***1\_ Virtual honesty***

This was achieved when the paragraphs of the scale in its initial form, its instructions, and its alternatives were presented to a group of referees specialized in educational, psychological and psychometric sciences who agreed on the validity of the scale's paragraphs, instructions and alternatives.

#### ***2\_ Construction sincerity***

The researcher verified the validity of the construction through two indicators:

- 1) Calculating the discriminatory power of the scale, which is an indicator of the validity of the construct.
- 2) The internal consistency, which the researcher verified by calculating the correlation coefficient of the degree of each paragraph with the total score of the scale and its relationship to each paragraph in the domain and the relationship of the domain with the other domain.

### ***B\_ Reliability Scale)***

The researcher used two methods to find the scale stability coefficient:

**A. Method Test \_ Retest:** This method shows the stability of the results when the test is applied to a sample of individuals more than once over a specified period of time. The duration of time, and the correlation coefficient was extracted, as the stability coefficient of the borrowed hope factor was (0.83) and this stability is appropriate if compared to the standard set by the literature on psychometrics.

#### ***B- Cronbach's alpha stability coefficient***

The internal consistency coefficient was extracted using the alpha Cronbach equation and the test was done on all the questionnaires of the examinees, the statistical analysis sample, which numbered (400) forms, then the alpha equation was used, and the stability value was (0.87).

## **Chapter Four**

### **Presentation and discussion of the results**

This chapter includes a presentation of the results that have been reached according to the objectives of the research, their interpretation and discussion in the light of the adopted theoretical framework and previous studies, and a number of conclusions, recommendations and suggestions.

***First: Presentation of the results, their interpretation and discussion***

***The first objective:*** to identify the borrowed hope among university students.

To identify this goal, the borrowed hope scale was applied to the research sample of (400), and after correcting the scale and performing the statistical analysis, it was found that the arithmetic mean of the scores was (143.58) degrees and with a standard deviation of (14.63) degrees, while the hypothetical average of the scale was (141). Degree. And in order to identify the significance of the statistical differences between them, the t-test for one sample was used, and it was found that there was a statistically significant difference between them, where the calculated T-value amounted to (21.32), which is greater than the tabular value of (96,1) At the significance level (0, 05) and the degree of freedom (399), which indicates that the research sample possesses a good degree of borrowed hope. And Table (8) illustrates this.

**Table 8.** Arithmetic mean, standard deviation, hypothetical mean and (T) values of borrowed hope

Indication level	T value		Hypothetical mean	Standard deviation	SMA	Freedom Degree	Sample
	Tabular	Calculated					
Significant	96,1	32.21	141	14.63	143.58	399	400

The table shows that university students have borrowed hope, and this is consistent with what Snyder referred to, that individuals use borrowed hope in order to change their conditions for the better, using external factors that help them achieve their goals and enable them to agree. Therefore, borrowed hope plays a major role in changing the circumstances of individuals based on what the goals they set, the capabilities they possess, and the means they choose to help them continue to achieve the goals and reach success in the possibility of changing circumstances (Snyder 2000:136)

## Conclusions

University students have borrowed hope.

## Recommendations

Establishing guidance programs to enhance the positive aspects of borrowing hope in order to reach the goals set by the students easily and easily.

## Suggestions

Conduct research similar to the current research on graduate student on borrowed hope and its relationship to other variables such as loss of hope, psychological habit, non-utilitarian optimism.

## Sources and references

- 1) Abu Al-Diyar, Massad (2010): The Psychology of Hope, first edition, Kuwait.
- 2) Ismail, Sami Muhammad: (2002): Research Methods in Education and Psychology, 2nd Edition, Dar Al-Maysara, Amman.
- 3) Al-Ansari, Badr Muhammad (1993): Optimism and Pessimism - Concept, Measurement and Related Matters, Kuwait University Scientific Publication Council, Authoring, Arabization and Publishing Committee.
- 4) Hijazi, Mustafa (2012): Unleashing Life's Energies, Readings in Positive Psychology,

- Al-Tanweer Press, Lebanon.
- 5) Al-Dahri, Saleh Hassan Ahmed Al-Kubaisi, and Waheeb Majeed: (1999): General Psychology, 1st Edition, Dar Al-Kindi for Publishing and Distribution, Irbid, Jordan.
  - 6) Al-Douri, Adnan Talfah Muhammad (2004): Deductive thinking and its relationship to the level of ambition among university students, unpublished MA thesis, College of Education, Tikrit University, Iraq.
  - 7) Al-Ghanimi, Masar Abd al-Wahed (2020) Hope (the chosen \_ borrowed) and its relationship to psychological stress (low \_ high) among mothers of people with disabilities, master's thesis \_ University of Karbala.
  - 8) Al-Aboudi, Tariq Muhammad, Saleh, Ali Abdel Rahim (2015): Positive Psychology, Contemporary Visions, first edition, Lebanon, Beirut, landmarks of thought.
  - 9) Al-Kubaisi, and Waheeb Majid (1989) Psychometrics, Anglo-Egyptian Library, Cairo, Egypt.
  - 10) Digham, Abdel Mohsen Ib Arhim (2008): Self-efficacy and methods of coping with stress as spoken variables to distinguish between hope and optimism, Arab Studies in Psychology, Volume Seventeen, Number One, Cairo, Egypt.
  - 11) Cervon, Daniel (2006): Perception of personality from the perspective of the psychology of human forces: personality as a system with strength and self-regulation, translation of Sana'a Al-Asheer, Labazj, Austria.
  - 12) Obeidat, Thouqan, Abdel Haq, Kayed, and Adas, Abdel Rahman (2004): Scientific research, its concept, tools and methods, Dar Al-Fikr for printing, publishing and distribution, Amman, Jordan.
  - 13) Essawy, Abdel Rahman Mohamed (1985): Experimental measurement in psychology and education, Dar Al Maaref University, Cairo.
  - 14) Malaria, Bashir (2006): Feelings of despair among the rationalists, Journal of the Arabic and Psychological Science Network, issue ninth, Algeria.
  - 15) Melhem, Sami Muhammad (2000) Measurement and Evaluation in Education and Psychology, Dar Al Masirah for Publishing, Distribution and Printing, Amman, Jordan.
  - 16) Allen, M.J. & Yen, W.M. (1979): Introduction to measurement theory, California, Books/Cole Publishing company.
  - 17) Browne T.A & M.T (2012) Confirmatory factory analysis. Handbook of structural equation modeling
  - 18) Byren B.M (2001`) Structural equation modeling with Amos EQS& LISREL: Comparavite approaches to testing for the factorial validity of amasuring instrument international journal of testing
  - 19) Cronbach, Lee (1970): Essentials of Psychological Testing, third edition, Harper Row Publishers. New York.
  - 20) Fredrickson B. L (2004) Gratitude like other positive emotion broadens and builds IN : Emmons R A & McMclough M. A
  - 21) (Ede)The psycology of gratitude oxford Lazarus R (1999) Hope despair sadness grief emotion Academic search elite
  - 22) Nunnally, J. (1978): Psychometric Theory. New York. McGraw Hill Company.
  - 23) Oppenheim, A. N (1982): Questionnaire Desing and Attitude measurement, Heimann press. London, UK.
  - 24) Peterson S.J & Byron K (2013) Exploring the role of hope in job performance: results from four studies. Journal of organizational behavior
  - 25) Rand & cheavens J. (2009) Hope theory in Snyder & lopes. Handbook of positive psycology and (Ed) oxford university press
  - 26) Schier M. & Carver C. (2000) A dapting to cancer the importance of hope and

- purpose U.S.A.
- 27) Schweitzer M.B (2002) Psychology ED LA sant lere edition. Paris France.
  - 28) Seligman M. E. P & Csikszentmihalyi M. (2000) Postive psychology: An introduction American psychologist
  - 29) Snyder C R Harris C Anderson J R Holleran S a Irving L M & Sigmon S. T (1991) The will and the ways development and validation of an in dividual differences measure of hope Journal of personality and social psychology
  - 30) Snyder. S & Lopes J (2000) handbook of possive psychology oxford university press
  - 31) Nguyen, C.-H., Ngo, Q.-T., Pham, M.-D., Nguyen, A.-T., & Huynh, N.-C. (2021). Economic linkages, technology transfers, and firm heterogeneity: the case of manufacturing firms in the Southern Key Economic Zone of Vietnam. *Cuadernos de Economía*, 44(124), 1-25. <https://cude.es/submit-a-manuscript/index.php/CUDE/article/view/143>
  - 32) Piñeros, M. L. (2020). Economic sectors and the monetary policy risk-taking channel. *Cuadernos de Economía*, 43(123), 275-290. <https://cude.es/submit-a-manuscript/index.php/CUDE/article/view/3>
  - 33) Soldatos, G. T. (2021). In/Stability under Ideal Income Tax and Ideal Consumption Tax. *Cuadernos de Economía*, 44(125), 29-37. <https://cude.es/submit-a-manuscript/index.php/CUDE/article/view/187>