

## **The willing thinking of educational supervisors**

**By**

**Enaam Qasim Khafeef**

College of Education for Human Sciences Dhi Qar University /Iraq

Email: [Kaldhkaldk210@gmail.com](mailto:Kaldhkaldk210@gmail.com)

**Khaleda Kazem Jihad**

College of Education for Human Sciences Dhi Qar University /Iraq

Email: [234llen@gmail.com](mailto:234llen@gmail.com)

### **Abstract**

The current research aims to identify the willing thinking of educational supervisors. Significance of the difference in willing thinking according to the gender variable (male, female). The significance of the difference in willing thinking according to the variable of specialization (scientific - human). The two researchers translated the scale of willing thinking, as they determined the theoretical definition based on the definition of Hogberg 2005, as the scale prepared by Hogberg consisted of (32) items, and five alternatives were developed for the answer: (It applies to me completely, it applies to me often, it applies to me sometimes, it does not apply Ali, it does not apply to me completely), as a random sample of (200) supervisors, male and female, was drawn, and this size represents the sample (D) from the community, with (157) supervisors at , and (43) supervisors at according to a variable gender, and (81) scientific supervisors and supervisors, (119) humanitarian supervisors, (25) male and female supervisors from (1-15), (124) male and female supervisors from (16-30), then the paragraphs of the scale were analyzed logically and statistically to calculate their discriminatory ability and their validity coefficients, and the two researchers verified the apparent validity and indicators of constructive validity of the scale, and calculated the stability of the scale using the (alpha) Cronbach re-test method. Statistical bag for social sciences (spss) (the following statistical methods: second choice for one sample, choice (ka), chi-square, Pearson correlation coefficient, except T-selection for two independent samples, binary analysis of variance, alpha Crow-Nabach equation, regression analysis of variance, beta coefficient (Bata), the results showed: the research sample has a good degree of willing thinking, there are no differences in willing thinking according to gender (males - females). There are differences in willing thinking according to (scientific - humanistic) specialization and in favor of humanity, just as there is a difference in willing thinking according to the service variable (1-15) (16-30) in favor of (1-15).

**Keywords:** Thinking; education; special learning

### **Introduction**

#### ***Research problem***

The interest in the issue of educational evaluation many years ago has become clear as an important tool, and often the only one in order to achieve continuous development of all elements of the educational process, especially the teacher, who is one of the main elements of the educational process along with the student and the educational curriculum. Therefore, the view of many is based on the process of educational supervision and its executors of educational supervisors, on the grounds that they are at the forefront of those who can carry the message of continuous evaluation and development of the educational process in its various

aspects. Educational supervision is an evaluation process that interacts with all educational processes. He proceeds according to it in the performance of his duties, confirming the interactive membership between him and each of the educational elements in and outside the school, as he plans, implements and cooperates with everyone who works with him from the principals, teachers and others interested in the educational process. As a result of this interactive process, we find that the educational supervisor in all educational systems in countries falls under the penalty of evaluation (Al Jaradat (2009: p. 30). On the other hand, his view of the negative side of the event is less than it is in reality, and this kind of increased sense of optimism leads the individual to unexpected negative results, which makes him in a state of frustration and thus they are exposed to a number of risks and diseases. Intractable, and in addition to that may push these people not to practice deaf behavior (103. Friedman & et.Al, 2008: p) that willing thinking makes the individual bear the positive aspects of life only and keeps away from himself the negative and bad events even if just thinking about them He finds it difficult to face the problems of life, and he may have a kind of shock, frustration, and inability to adapt, which makes him in a state of imbalance (Taylor Brown, 1988:103). Others, as a result of a low level of intelligence or the impoverishment of some mental skills, which leads the individual to misjudge This type of thinking may cause a group of social problems, because the willing thinker adheres to his beliefs only without understanding the external reality and understanding the viewpoints of others to carry out the required tasks, which leads to an abundance of conflict between him and others (480.Kunda 1990:p). (1980 Weinstein). Desireful thinking is a cognitive error that some people have through being influenced by the point of view of others because of their closeness and self-centeredness, which leads to not appreciating bad events well (808. Weinstein, 1980 p). Christopher Booker (2011) indicated that desiring thinking is the formation of opinions and decisions based on the individual's desire to get what he wants without being based on realism or rationality. For a period of time, this is what we can call the stage of a dream, but due to the lack of compatibility between apparent belief and reality, a stage of disappointment and frustration appears when things seem not to be right, which requires more efforts to see this fantasy on (Christopher Booker: 2011, net)..! Through the researcher's review of the literature related to the concept of willing thinking, she found that there is a large and clear discrepancy in the opinions of specialists, so the current study came as an attempt to answer the following question: What is the level of willing thinking among educational supervisors?

## **Research Importance**

The concept of willing thinking is one of the important psychological concepts that has taken the lead in many modern psychological studies and has shown many controversial issues. Despite the importance of the concept in human life in general and psychological life in particular, the history of interest in it is relatively recent. Each person is unique in itself However, 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 that are within the reach of the human will. A decent human life depends on the rationality of desires. If we desire something that is not commensurate with our nature or what exceeds our powers and capabilities, then we have abused ourselves and caused ourselves anxiety. and disorderthe potential risks or events that he is likely to be exposed to

Willing thinking provides a great opportunity for the individual to adapt to the outside world and help him express his individuality and develop his talent, relying on his motivation, abilities and personality based on multiple theoretical foundations and trends. There is no doubt

that each individual has his own style of thinking that distinguishes him from others, as some researchers look at Desiring thinking because it is one of the defense mechanisms that the ego uses to reduce anxiety, while other researchers (Jones & Hillman, 1999) explain desiring thinking as the tendency of individuals to be selfish by nature, which affects their beliefs about reducing their chances of being in danger knowing that they believe that these events It may happen to others without them. 210. Atken, 1982 p). (Mckenna) mentions that desiring thinking is a characteristic affected by the general condition of individuals and has a significant impact on his expectations and behavior for the present and the future and can be used to achieve self-goals and increase self-realization as desiring thinking is a permanent predisposition in individuals that contains expectations that are likely to occur in The future is contrary to the past and the data of the present by exaggerating the expectation of the positive results of those events: McKenna, 1993). One of the positive effects left by willing thinking is that it gives the ability to face life events and the pressures that accompany them more effectively and more positively. Thus, the individual avoids the impact of these pressures on his psychological health, and this is confirmed by the study (Jackson et al. (2000) in which they dealt with the study of the relationship between willing thinking and pressures On a sample of (173) university students, the results concluded that willing thinking has the ability to predict the level of stress among students, and willing thinking is also positively associated with stress (212.Jackson,t et al. 2000:p). A study conducted by Bastardi (2011) confirmed that people with willing thinking have high flexibility in thinking that they change their initial beliefs when they do not agree with their desires and future plans (732 Bastardi et all: 2011: P731), so we find that people with thinking Desires enjoy a greater degree of happiness and compatibility in life, as they have the ability to plan their future (Svenson, 1981: 143-18). Weinstein's work (Weinstein 1980) in the 1980s demonstrated the concept of willful thinking in which individuals expect their exposure to positive events to be greater than that of other individuals (806. Weinstein 1980:p). Kaelbling emphasized that individuals cannot evaluate the long-term consequences of their actions, that is, relying on optimism within certain limits can lead to improved performance in practical practices. When employing these optimistic beliefs when making decisions or facing unknown actions, the results can lead to improve performance ( kaeldling 1993:p.24)

### **Theoretical Importance**

- 1- The current research is concerned with the segment of educational supervisors, which is one of the important segments of society because of its Great in educating and preparing generations. Role
- 2- The research attempt by studying the willing thinking variable is to reach new generalizations that benefit the researchers in their subsequent research to highlight the stimulation of new ideas they have in the scientific aspect.

### ***Applied importance***

- 1- The current research is the beginning of a scientific effort that the researchers rely on, as the current study provides an important measurement tool used to measure the willing thinking of educational supervisors and other groups close within our local culture.
- 2- The current research provides a tool to measure the willing thinking of educational supervisors that can be used in research science in the future
- 3- The study hall and its modernity, as it was not carried out within the limits of the researcher's knowledge to conduct a study that revealed the degree of prevalence and prevalence Desiring thinking of the study sample or a sample similar to it.

***Research objectives The current research aims to identify:***

- 1- The willing thinking of educational supervisors.
- 2- Significance of differences in willing thinking according to the variables of male and female sex.). Scientific specialization and humanitarian). and years of service (1-15) (16-30)

Research Limitations This study will be conducted within the framework of the following limitations:

- 1- Objective boundaries: willing thinking
- 2- Human limits for male and female educational supervisors
- 3- Spatial boundaries, Dhi Qar Governorate
- 4- Temporal limits Academic year 2022-2023. Define

***The terms desirous thinking that are defined by each of the following Hoogberg (2005):***

It is the ability to shift unwanted desires, feelings, and mistakes from one situation to another in order to be accepted, as those with this thinking are distinguished by insight into themselves and their desires and imagining how to achieve a goal that cannot be achieved at the present time. (70) Hoogberg (2005)

## **Theoretical framework and previous studies**

### ***The concept of willing thinking***

The concept of willing thinking remained for a period of time one of the variables that researchers disagreed about its definition and measurement, which made the task of psychologists difficult, especially for those interested in personality who are trying to come up with an acceptable theoretical conception about the concept (willing thinking). In highlighting this concept, it goes back to (William James (1958) as he sees it as a criterion for the individual in which he expects permanent success towards events, situations, or tasks with great expectation (193 Weinstein, 1988:p). And he sees the principle of improvement, which means the belief that the world tends to improve and that it is possible for man to help improve it, and this is linked to the power of the free will of the foamy thinker for him, which is the belief in the possibility of always achieving the best results (153.Mayraz.c, 2011,p). The researchers differed in understanding the willing thinking, Weinstein interpreted it as a form of ego defenses (that is, it is the defensive mechanisms that the ego uses to reduce the anxiety generated by the person, or it is a kind of resistance that it shows against recognizing the truth, or that it is cognitive errors in some people Through their refusal to accept the viewpoints of others because of their emotions and their self-centeredness (251.kirsch. et al.1966: p.) Any factor that affects our beliefs about the possibility of a disease leads to errors in comparative judgments that stem from the possibility of our being in danger. For example, lack of experience with a health problem may make us feel that it is not likely to happen to us, so that the possibility of us falling under this risk becomes less than the average (195. Weinstein, 1983, p.), while others interpreted it as a selfish tendency of individuals that affects their beliefs about reducing the possibility of them being in danger As for (Alper & Raffa 1982), they interpreted it as a result of a decrease in intelligence or a lack of the individual's possession of some mental skills, which leads him to inaccuracy in the assessment of bad events, as it appears among individuals in their lack of appreciation or expectations for the events they face in the future (263. Alper & Raiffa 1982 p. ). And (mckenna 1993) showed that willing thinking results from deception in control or control, that is, the false ability to control and not the expectations of those events (50.mckenna, 1993, p). The single individual of the general expectation of the

occurrence of good things and the expectation of positive results of upcoming events, as they indicate the existence of fixed individual differences in willing thinking, as it is associated with unrealistic expectations towards events that relate to a specific situation, as it does not help people determine the path to achieving their goals, but at the same time it does not lose hope. In achieving it finally (580.strack, et, 1987: p.) Expectations of consequences are a basic determinant of behavior, as people's actions are affected by their beliefs about potential consequences or outcomes, which leads to one of two types of behavior, either continuing the struggle or surrendering and turning away, which is one of the mediating factors for the effects of thinking. Desire is the tendency to engage in a positive re-interpretation of the situation and rise to it (165.scheier 1994 p.) It was assumed (1987, strack) that positive feelings are related to the extent of movement and orientation towards goals, so the emotion is not It relates not only to experience of the extent of movement toward or away from goals, but also to expectations regarding results. Therefore, positive emotions are not only associated with progress towards the goal, but with positive expectation of the results of that progress (582.stracket, al, 1987:p). As for the negative feelings, they are related to the extent of the movement away from the goals that are associated with the negative expectation of the results of that progress (183. Scheir carver, 1981: p). The ideas of (Scheir and Carver) included a scheme for organizing information and using it in controlling social treatment, human despair and behavior arising from anxiety, and showed The results also indicate that the individual's expectations regarding controlling the desired results or facts have an important role in the phenomenon of despair and pessimism, as unfavorable expectations lead to responses or behaviors of abandonment and abandonment, while preferred expectations lead to affirmative attempts (Scheier & Carver 1981.342).

### *Theories that explain willful thinking*

#### *The Theory of Future Directions (2005).*

Hoogberg saw that future developments represented by civilizational and technological progress and the spread of modern media and communication in the world of all kinds made the individual need to confront this progress and solve the problems facing him, and this type of problem needs individuals with high capabilities of thinking and optimism in the future to face Those difficulties (63): Hoogber 2005) Therefore, he saw (He Geberg) that only those with willing thinking are able to face these difficulties because they do not find it difficult to solve problems, as they are able to get rid of the problem quickly and with unconventional solutions and ideas, even if they are not realistic, as Their solutions are distinguished by optimism and the global desire to achieve their goals (Koszegi & Rapin 2006: 1160). Hoogber 2005 also believed that individuals who are characterized by this type of thinking are able to transform their desires from the primary source to the alternative source, in other words, they can transform those desires and goals from a situation assigned to another situation when they encounter a problem that hinders the achievement of the goal in that task in order to escape from the situation that causes the psychological crisis and try to avoid it in a permanent way. And the pain of unwanted feelings into another form that can be accepted, and it is one of the methods that characterize the willing thinkers who have insight into themselves and their desires. It is difficult for them to find solutions to it, because in this case they do not resort to more than one way to solve a problem, unlike individuals who have wishful thinking, because they are constantly looking for solutions, other methods, and strategies, and that all these methods used by wishful thinkers are only to justify their position of failure. About the difficult situations they encounter in order to achieve their desire or goal in the future. He Geberg believed that individuals who are characterized by willing thinking always have solutions to all their problems. Therefore, they are forward-looking individuals who have a comprehensive and holistic view of the future that it is near and that nothing can be achieved. Rather, they

believe that every day that the individual passes through and every experience helps to have a dream and a new desire in life. And this, in turn, always gives him the opportunity to get new ideas and new solutions he seeks. (Hoogberg, 2005: p.76)

### ***Previous studies***

After perusing the researcher of previous studies and literature, the researcher did not find any study that dealt with the current research sample (educational supervisors) and according to the researcher's knowledge, therefore, no previous study was mentioned, and it is the first study in Iraq that dealt with the two variables with the research sample (educational supervisors).

### **Research methodology and procedures**

In this chapter, the procedures undertaken by the researcher in order to achieve the objectives of the research will be presented, starting with defining the research community and its sample, through the numbers of research tools, and what must be available in them in terms of validity, stability, and analysis of the paragraphs for the purpose of applying them to the research sample, and ending with determining the appropriate statistical means for analyzing the data For those procedure

### ***Research Methodology***

The current research adopted the descriptive approach, the method of correlational studies, in the light of the research variables and its objectives, because it is the most appropriate approach to study the correlational relationships between the variables and to describe and analyze the studied phenomenon.

### ***Research community***

The research community is defined as the individuals who carry the apparent data within the reach of the research. In order to achieve the set goals, society should be described accurately for all its characteristics (Al-Qandaliji, 1993: p. 1700). The community of this research consists of all the specialized educational supervisors in Dhi Qar Governorate, their total number is (336) scientific and human supervisors, of whom (135) are human supervisors and (201) scientific supervisors and supervisors, with (277) supervisors and (59) female supervisors for the year (2023-2022) distributed in Directorate of Education Dhi Qar.

### ***The research sample:***

It is defined as a part of the community chosen by the researcher for the purpose of conducting his studies on it according to special rules in order to represent the community correctly and for the sample of the current research to be representative of the original community. There are (8) of the research community with (157) males and (43) females.

### ***Search tool***

The instrument is the measure of willing thinking

After examining the researcher with the previous studies in the field of willing thinking and in order to choose the appropriate tool to achieve

The current research in measuring willing thinking has done the following procedures:

Searching on the Internet for the purpose of obtaining the original copy of the scale is Hoogberg 2005 prepared by him, the researcher obtained a copy of the scale. Appendix (2) The

scale consists of (32) items, and Hoogberg (2005) gave five graded alternatives that start with: always apply to me, apply to me often, apply to sometimes, apply to rarely, never apply to me, and he gave the correction (1, 2, 3, 4, 5) for the positive paragraphs and vice versa for the negative paragraphs, where the researcher translated the scale and modified it to be suitable for the objectives of the current study, and for the purpose of relying on the scale, the following characteristics were verified:

#### ***A - The veracity of the translation***

After obtaining the original copy of the scale of willing thinking prepared by (Hu Jaber 2005), the researcher translated the scale from English into Arabic, taking into account that the translation is done with the greatest degree of impartiality and objectivity so that the true meaning of the translation does not change, as it was presented to three language teachers. In order to verify the translation of the original text, it is clear whether the Arabic translation transmits the same meaning used in the English language, as they indicated that the translation is of a high degree of accuracy. Then the researcher sought the assistance of a professor specializing in the English language for the purpose of re-translation from English into Arabic without seeing the English version. The original, where this type is called reverse translation, and the translation was matched with the original text... After that, it was presented

The translated text into Arabic was directed by a linguist to ensure the linguistic integrity of the scale. In light of this, some words were modified to be appropriate with the community of educational supervisors and the Iraqi community.

#### ***2-apparent honesty***

It is the detection of the general appearance of the scale in terms of the type of vocabulary, how it is formulated, and the extent to which the paragraphs are suitable for measuring and identifying the trait to be measured. The best way to extract apparent honesty is to present the paragraphs to a committee of arbitrators to judge their validity. Where the scale was presented to (20) experts in measurement, evaluation, psychological counseling and educational sciences to judge the validity of the paragraphs for the concept to be measured, as the percentage results indicated the approval of the arbitrators on all paragraphs of the scale.

#### ***Exploratory experience***

Any researcher must conduct an application experiment for the tool after its design to ensure the suitability of the tool in the field and to know the extent of its clarity to the respondents, so that this is done on a sample of members of the research community, which is called (exploratory sample) b, provided that this step takes place after arbitration of the tool where it has been confirmed The validity of the scale outwardly, and in order to seek the greatest degree of objectivity in order to obtain answers to the items, the researcher resorted to conducting the exploratory experiment to verify the extent of the sample's understanding of the test instructions and the clarity of its paragraphs, and to calculate the time it takes for the respondent to use the scale, and to ensure that the scale was applied to a sample of (50) - Honor and from a balcony from the Directorate of Education of Dhi Qar by (25) supervisors and (25) female supervisors, and they were chosen randomly from the study community and from the exploratory application of the scale, it became clear that the instructions and paragraphs of the scale are clear in relation to the sample, so none of the supervisors asked questions or inquiries about the scale

#### ***4- Correcting the scale and finding the total score:***

The paragraphs of the scale were formulated in both positive and negative formats, as the number of paragraphs with a positive content was (28) paragraphs, and the number of

paragraphs with a negative content was (4) paragraphs. As for the alternatives to the answer towards the content of the paragraphs, the researcher used the five-point Likert method that applies to completely, applies to mostly, applies to Sometimes, it applies to me rarely, it does not apply to me at all. It is offset by the scale of grades (1, 2, 3, 4, 5). This is with regard to paragraphs with a positive content. Either

Paragraphs with a negative content are matched by a scale of degrees, (3, 2, 1, 4,5) and in this way the total score was calculated

For each respondent on the scale, the scores of her responses to the items should be collected.

### ***Statistical analysis of the paragraphs of the willing thinking scale.***

The process of statistical analysis of the items of the scale is one of the basic steps for its construction, and the adoption of items that have good psychometric properties makes the scale more valid and stable (Anastasi, 192:1988). The statistical analysis of the paragraphs usually aims at calculating its discriminatory power and calculating its validity coefficients, because they are the two most important indicators of the accuracy of the paragraphs and their measurement of what was prepared for measurement. Therefore, statistical analysis of paragraphs is more important than logical analysis, because it verifies the content of the paragraph in measuring what was prepared for measurement, through Checking some of the standard indicators of the paragraph, such as its ability to distinguish between the respondents and its validity coefficient, so that the logical analysis of the paragraphs may sometimes not reveal its accuracy or validity, while the statistical analysis of the scores reveals the accuracy of the paragraphs in measuring what was set for its measurement (Ebel 406) .1972:p).

Therefore, the researcher conducted the statistical analysis according to the following

#### ***a. Sample statistical analysis of paragraphs:***

The sample of the analysis was (200) male and female supervisors distributed in the Education Directorate of Dhi Qar Governorate. The researcher relied on scientific references to determine the size of the research sample, and the current research sample was determined according to the Stephen Thompson equation, through which the current research sample was determined. by calculating the psychometric characteristics for paragraphs

The psychometric properties of the items of the scale are of great importance in determining its ability to measure what is actually set to be measured, and among the standard properties that should be verified in the items of the measures is the discriminatory power of the items and their validity coefficients, given that choosing items with appropriate standard characteristics can build a measure with good standard characteristics. It is necessary to check the standard characteristics of the paragraphs to choose the appropriate standard characteristics and modification. Inappropriate paragraphs or their exclusion (421.Ghiselli, el at.1981:p).

***Therefore, the researcher calculated the discriminatory power and internal consistency.***

#### ***The discriminatory power of the vertebrae:***

After discrimination is one of the important standard characteristics of the items of psychological scales so that the scale can detect individual differences between individuals in the measured trait upon which the psychological measurement is based. (97.Shaw 1976:p) Therefore, the researcher followed the following procedures:



- 1- The researcher applied the scale in its final form to the statistical analysis sample, which consisted of (200) male and female supervisors from the supervisors of the Dhi Qar Education Directorate.
- 2- The responses were corrected and the total score was calculated for each questionnaire.
- 3- Then she arranged the degrees in descending order from the highest degree to the lowest degree.
- 4- To form the upper group and the lower group of degrees, the researcher chose the ratio (27%) to represent the two end groups, as it represents the best ratio that can be relied upon in paragraph analysis, because it presents two groups that are characterized by large size and good contrast (Al-Zubaie et al., 1981: p. 74) . Thus, the size of the upper group is (54) and the size of the lower group is (54). The paragraphs were analyzed and treated with the second test for two independent samples. When comparing the calculated second value with the tabular value of (1.96), it turns out that all the paragraphs are distinct because its calculated second value is higher than the tabular second. At the level of significance (0.05) and degrees Freedom (106).

Internal consistency (vertebrae validity) The internal consistency was calculated as follows:

The relationship of the paragraph score with the total score of the scale:

This was done by calculating the correlation coefficients of the item scores of the scale or its items in order to verify the internal consistency of the test.). The Beer (Son) correlation coefficient was used to extract the correlation between the scores of each paragraph of the scale and the total score of the scale. All sample forms were subjected to statistical treatment. The correlation coefficients ranged between (0.41) to (0.60). It was found that all items of the scale It is honest in measuring what it was set for, and that all values are correlated with the total degree statistically significant, being higher than the tabular correlation value of (0.14) at the level of significance (0.05 and degrees of freedom (198).

#### ***Standard (psychometric) characteristics of the scale. Recently***

The efforts of people interested in psychometrics tend to improve the accuracy of psychometrics by identifying the standard psychometric features of the scales and their paragraphs, which can indicate that they measure something and make a measurement. Deal with the least possible number of errors among the most important normative characteristics confirmed by measurement experts Psychological We named honesty and stability, because the accuracy of the data or the scores that you get from the psychological scale depend on it and it has been achieved

#### ***The researcher learned from these characteristics as follow.***

##### ***First: Validity of the Scale***

Among the most important normative characteristics confirmed by psychometric experts are the features of truth and reliability, because the accuracy of the data or the scores that we obtain from the psychological scale depend on it for the current scale. Two indicators were extracted. These two are the apparent truthfulness and the constructive truthfulness. The following is an explanation of how to verify each indicator

Apparent validity This validity depends on the extent to which the scale represents the different fields or branches of the capabilities or characteristics of its measurement and the balance between them, so it becomes logical to make the content of the scale correct if it represents all the ability or characteristic that is measured as Anderson refers to The essential

aspect of this validity is that it is representative and appropriate to the range of behavior to be measured

This goal was achieved when the arbitrators reached specialists composed of experts in the field of educational psychology

Measurement and evaluation lead to agreement on the validity of the components and paragraphs of the desired thinking to be measured.

**Construct Validity** The construction validity is described as the most representative type of validity that represents the concept of validity, and is sometimes referred to as the validity of the concept or the effectiveness of hypothesis formation. In which the scale is theoretically built or a specific feature, and the specialists point out that there are some evidence and indicators for the validity of the construction, perhaps the most important of which are the differences between individuals, as it is logical to assume that individuals differ in the extent of what they have of the measured characteristic, and this borrowing should be reflected in their performance on the scale

The researcher verified the validity of the construction through two indicators:  
The discriminatory power of the verte  
The relationship of the paragraph score with the total score.-

### **Indicators of the Stability of the Scale**

The stability of the scale means that it is the accuracy of the test in the measurement and its non-contradictoriness with itself and its consistency with the information that it provides us about the behavior of the test.

The subject, and for the purpose of verifying the stability of the willing-thinking scale, the researcher adopted two methods:

Test - re-test - the re-test method is one of the simplest ways to achieve the test stability coefficient. Correlation coefficient between the two applications to obtain the test degree stability coefficient and to calculate the stability coefficient in this way, the researcher applied the willing thinking scale to extract the stability on a sample that consisted of (50) balcony and balcony from Dhi Qar Governorate), and after two weeks from the first application of the scale, the researcher re-applied the scale On the same sample again, the Pearson correlation coefficient was used to identify the nature of the relationship between the degrees of the first and second applications, and the coefficient reached - (0.89). To be distinguished by any measure is to determine the nature of Reliability (0.70)

2- Cronbach's alpha stability for the scale of willing thinking: Cronbach's alpha equation calculates the correlations between the scores of the stability sample on all items of the scale, that is, it divides the scale into a number of parts equal to the number of its paragraphs, and this method depends on the consistency in the performance of individuals from one paragraph to another, and it indicates that the test Homogeneous, that is, all paragraphs measure one general variable (15. Travers. 1969 p). The researcher verified the stability of the scale of willing thinking in the Cronbach method, by relying on the data of the total sample (200) male and female supervisors. The reliability coefficient in this method reached(0.89)

***Statistical indicators of the scale of willing thinking:***

The scientific literature shows that in statistical indicators, the characteristic that must be distinguished by any measure is determining the nature of the balance distribution. As the sum of the score values divided by the number of those values, the standard deviation is expressed as the amount of the degree of deviation or distance of the values of the variable from the arithmetic mean, and that the lower the degree of the standard deviation and closer to zero, this indicates the existence of a kind of homogeneity or convergence between the values of the distribution scores (Skewness) and Kurtosis, although they are two characteristics of the frequency distributions, where the skewness coefficient refers to the degree of concentration of frequencies at different values of the distribution, and the coefficient of flattening indicates the extent of concentration of frequencies in a region for the normal distribution, it is possible to distinguish between the distributions through the degree of torsion and flattening, where statistical indicators are usually used to express them, as whenever the coefficient of torsion and the coefficient of flattening are close to zero, whether it is positive or negative, this indicates that the shape of the frequency distribution of the scores is close to the form of the normal distribution. The frequency distribution is similar when the values of the arithmetic mean, median, and mode coincide, and the frequency distribution is twisted, negative or positive, when the values of these three measures do not apply to each other. This required the researcher to use the Statistical Package for Social Sciences (SPSS). In extracting these statistical indicators,

***Description of the Desiring Thinking Scale in its final form:***

After verifying the standard characteristics represented by the indicators of statistical analysis and extracting the validity and stability of the scale, the scale of willing thinking became in its final form consisting of (32) items and consists of five alternatives that apply to always apply to often, apply to sometimes, apply to rarely, never apply to me) and gave Correction (1,2,3,4,5) for the positive paragraphs and vice versa for the negative paragraphs, and the lowest score for the scale reached (90) and the highest score (158), and thus the hypothetical mean for the scale is (96) degrees, and thus the scale is ready to be applied to the research sample the basic .

**Presentation, interpretation and discussion of results**

This chapter includes a presentation of the results reached based on the objectives that have been identified and the interpretation and discussion of these results according to the theoretical framework and the characteristics of the society studied in the current research, and then come out with a set of conclusions, recommendations and proposals, and the results can be presented as follows:

***The first objective: measuring the willing thinking of educational supervisors.***

To achieve this goal, the researcher applied the scale of willing thinking on the research sample of (200) male and female supervisors in the Dhi Qar Education Directorate. The mean with the hypothetical mean of the scale of (96) degrees, and by using the second test (test) for one sample, it was found that there are statistically significant differences at the level of (0.05) between the arithmetic and hypothetical mean and in favor of the arithmetic mean, as the second calculated value was (30, 44), which is greater than the second tabular value of (1096) in degrees of freedom (199), and the table shows that

**Schedule (1)** *The arithmetic mean, standard deviation, and the second value of the willingness scale*

The number of sample members	SMA	standard deviation	Hypothetical average	The calculated t value	tabular t-value	degree of freedom	indication
200	125,23	13,58	96	30,44	1,96	199	function

This result indicates that educational supervisors have a high level of willing thinking, and this is consistent With (Hoogberg 2005) that individuals who are characterized by this type of thinking are able to transfer their desires from the main source to the alternative source, in other words, educational supervisors can transfer those desires and goals from a specific situation to another situation when they face a problem that hinders the achievement of their goals.

The second objective (1) is to identify the significance of the differences in the willing thinking according to the gender variable (males - females). intensity, and then the researcher used the Pearson correlation test to detect the significance of the differences between Correlation coefficients, and Table (2) illustrates this

**Schedule (2)** *The results of the adulterous test of differences in willing thinking according to the gender variable (male - female)*

Significance level (0.05)	tabular value	Calculated nutritional value	The standard value of the zr correlation coefficient	zr correlation coefficient	the number	sex	variable
non d	1.96	1.14	0.343	-0.33	157	males	willing
			0.141	-0.14	43	females	thinking

The result of the above table indicates that there are no statistically significant differences in the relationship of willing thinking accordingly for the sex variable (males females), because the computed z-value is less than the tabular value of (1.96) when L level (0.05) and this result can be explained by the absence of a difference in Level (0.05) and this result can be explained by the absence of a difference in the willing thinking of males and females), as each of them includes help, support, reinforcement, mastery of work and gratitude, and this is associated with the profession of educational supervisor. And that both sexes work in similar environments and are subject to the same working conditions and the same assessment points And supervision and under the same work burdens and pressures. This is due to the fact that the responsible leaders in the Dhi Qar Education Directorate do not differentiate between them in dealing, which leads to an exchange of trust and respect between them. Their problems and interaction with others and situations with high social efficiency.

The second objective (b): Significance of differences in the relationship between willing thinking according to the variable of specialization (scientific - human):

To achieve this goal, the researcher extracted the values of the Pearson correlation coefficients between the willing thinking of the scientific and the humanistic, and then the researcher used the hypothetical test of the Pearson correlation coefficient to reveal the significance of the differences between the correlation coefficients, and Table (3) shows that.

**Schedule (3)** *The results of the post-test for the differences in the relationship between willing thinking and the five personality factors according to the variable of specialization (scientific human*

Significance level (0.05)	tabular value	Calculated nutritional value	The standard value of the zr correlation coefficient	zr correlation coefficient	the number	Specialization variable
non d	1.96	0.18	0.536 0.51	0.49 0.47	81 119	scientific Humanitarian
						willing thinking

The above result indicates that there is no difference in the evidence of willing thinking according to scientific and human specialization

The second objective (c): Significance of differences in the relationship between willing thinking according to the variable of service duration. To achieve this goal, the researcher extracted the values of the Pearson correlation coefficients between willing thinking according to the levels of service.

The relationship between willing thinking between the two service categories (151, 16-30) and Table (4). This is illustrated by Table (4)

**Table (4)** *The results of the post-test for the differences in the relationship between willing thinking according to the variable of length of service (1-15, 16-30)*

Significance level (0.05)	tabular value	Calculated nutritional value	The standard value of the zr correlation coefficient	zr correlation coefficient	the number	the service	variable
D	1.96	2.68	1.02 0.40	0.77 0.38	25 124	1-15 16-30	willing thinking

The result of the above table indicates that there is a statistically significant difference in the relationship of willing thinking according to . Service between the two categories (1-15, 16-30) and in favor of (1-15), because the calculated value for this comparison is higher than the tabular value of (1.96) at the level of (0.05).

## Recommendations

In light of the results reached in this research, the researcher recommends the following:

- 1- Supporting educational supervisors in the Ministry of Education, appreciating their efforts financially or morally, and providing appropriate opportunities To relieve what they suffer from professional pressures.
- 2- Working to support projects to develop the thinking of educational supervisors through scientific and educational workshops and seminars.

## Proposals

- 1- Conducting more studies on the two variables of willing thinking on **other** similar samples.

- 2- Conducting studies dealing with the relationship of willing thinking with each of the following variables (realistic optimism, belief in the justice of the world, problem-focused confrontation)

### **Arabic sources**

- Jaradat, Mohamed Hassan (2007). The reality and responsibilities of the professional teacher and teaching and evaluation strategies in the light of the knowledge economy in Jordan from the point of view of school principals Journal foreign sources of the Faculty of Education Assiut Egypt, Vol. 23,240, p. 459,430.
- Al-Kandalji, Ammar Ibrahim (1993). Scientific Research and Use of Information Sources Amman Jordan
- Melhem, Sami Mohamed (2000). Measurement and Evaluation in Education and Psychology, Dar Al-Masra. Oman .
- Aitken, M. (1982). A personality profile of the college student procrastinator. Unpublished doctoral dissertation, University of Pittsburgh.
- Alpert, M. and Raiffa, H. (1982). A progress report on the training of probability assess- sors, in D. Kahneman, P. Slovic and A. Tversky (eds), Judgment Under Uncertainty: Heuristics and Biases, Cambridge University Press, pp. 294-305.
- Anastasi, A (1976): Psychological Testing, Macmillan, New york Allen, M.D. & yen, E.
- Bastardi, A.; Uhlmann, E. L.; Ross, L. (2011). "Wishful Thinking: Belief, Desire, and self-efficacy in changing, Cambridge Universitypress the Motivated Evaluation of Scientific Evidence". Psychological Science.
- Christopher Booker(2011) What happens when the great fantasies, like wind power or European Union, collide with reality?
- Ebel R.L. (1972) Essential of Education measur ment. New Jersey Printica- Hill.
- Friedman L.A. (2000). burnout in teacher shattered dream of impeccable professional performance, Journal of clinical psychology. Vol.(56).
- Ghiselli, E. E. et al. (1981). Measurement theory for the behavioral Sciences, San Francisco: Freeman & Company
- Jackson, T., Weiss, K. E., & Lundquist, J. J. (2000). Does procrastination mediate the relationship between optimism and subsequent stress?. Journal of Personality, 15(5), 203. Social Behavior and.
- Kaelbling, L. P. (1993). Learning in embedded systems. MIT Press.
- Kirsch, P, and Haefner. P. and Kegeles, S, and Rosenstock, M. (1966). A national study of health beliefs, Journal of health and Human, Behavior, 7, 248-254.
- Koszegi, B. and Rabin M. (2006): Amodel of Refrence – Dependent preferences, Quarterly Journal of Economics.
- Kunda, Z. (1990). The case for motivated reasoning. Psychological Bulletin
- Mayraz, G. (2011) Wishful Thinking. Center for Economic Performance, Discussion Paper, N. 1092.
- McCollum,R.&Austin, J. (2000). "Applications of structural equation modeling in psychological research ".Annual Review of
- McKenna, P. 1993. It won't happen to me: Unrealistic optimism or illusion of control? British Journal of Psychology, 84, 39- 50.
- Robert, Hooigberg, and Nancy Lane (2005), Leader effectiveness and integrity wishful thinking.

- Scheier, M. F., Carver, C. S. & Bridges, M. W. (1994). Distinguishing Optimism from Neuroticism (and) Trait Anxiety, self-Mastery, and self-Esteem) *Journal of personality and Social psychology* Vol. 67. No. 6.
- Scheier, M. F; and C.S. Carver, (1981): *Attention and Self-Regulation: A control-Theory Approach to Human Behavior*. New York: Springer-Verlag.
- Shaw, M.E (1967) scales for the measurement of Intelligence, New York MC Graw-Hill.
- Strack, S; and Others (1987): The Role of Dispositional Optimism *Journal of Personality and Social Psychology*, Vol. 53, No. 3 579-584.
- Svenson, O. (1981). Are we all less risky and more skillful than our fellow drivers? *Acta Psychologica*, 47(2), 143-148.
- Taylor, S.E. and Brown, J.D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103,193-210.
- Weinstein, N. and Lachendro, E. (1980). Egocentrism as a Source of Unrealistic Optimism, *Personality and Social Psychology Bulletin* 8(2) 195.
- Weinstein, N. (1982). *Journal of personality and social psychology*, ): Unrealistic optimism about future life events
- Weinstein, N. (1988). Unrealistic optimism about susceptibility to health problems. *Journal of Behavioral Medicine*