Orientation To The Future Of Postgraduate Students

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CHAPTER ONE

Research Problem: Obtaining a postgraduate certificate represented in a master's degree and a doctorate is a dream pursued by many ambitious young people who want to reach the highest prestigious positions in society, as it opens a door to success and excellence in work, which increases the individual's experience and raises the extent of his knowledge of his field of specialization, this later reflects on his future and his work, and postgraduate studies are a practical stage undertaken by the university student after obtaining a bachelor's degree, if the student aims from this in-depth study in his field of specialization to expand his skills, culture and experience in the field of university studies.

As young people face pressures and rapid changes, they face a state of uncertainty, about which they may feel that the future is not a safe place for psychological housing, and this reflects negatively on their sense of the possibility of achieving their future goals. on their present and their future.

The research problem is determined by the following questions: Do graduate students have a future orientation?

Research Significance

Awareness of the future and understanding its challenges and opportunities are among the main ingredients in making success, whether at the personal, social, cultural or educational level. Success cannot continue for anyone unless he has a clear vision of the future landmarks. It is necessary, but it is not sufficient alone to create lasting success (Al-Daini, 2009: 308).

The concept of orientation towards the future revolves as a mental psychological concept that helps the individual direct his experiences towards achieving his future goals in order to succeed in reaching the ideal self that the individual aspires to, depending on good planning and the ideal use of all his material and motivational potentials for achievement (Al Kayyal, Abu Al Saud, 2020 : 34).

The theoretical significance of the current research lies in the fact that it:

1- It focuses on an important segment of society, namely graduate students.

2- The variable of orientation towards the future is one of the variables worthy of research and study because they have an impact on the behavior of graduate students now and in the future, and the impact of graduate students' orientation towards the future on society.

3- The research also represents a theoretical addition to the Arabic library in this important field.

4- The extent of the ability of the current research to fill some of the shortcomings in the field of research.

Research Objectives: The current research aims to identify:

1- Orientation towards the future among graduate students.

2- The significance of the differences in the orientation towards the future among graduate students according to the gender variable (males, females).

3- The significance of the differences in the orientation towards the future among graduate students according to the variable of specialization (scientific, human).

Research limits: Postgraduate students at the University of Baghdad of both sexes (males, females) and specializations (scientific, humanitarian) and for the two stages (Masters, Ph.D.) for the academic year (2021 / 2022).

Define Terms:

Orientation future

Everyone knew him

• Nurmi 1991

The level at which individuals can imagine their future in terms of goals, hopes, expectations and plans (Nurmi, 1991: 24).

• Al-Fatlawi (2008)

The subjection of human behavior to the renewals of the individual's expectation in future horizons, and this is determined by his insistence on achieving his ambitions and hopes or in his belief in planning for him and in his prediction of that future or his expectation leading to withdrawal from the past or the present in favor of future hegemony (Al-Fatlawi, 2008: 185).

• **Theoretical definition**: The two researchers adopted a definition (Nurmi 1991) because the two researchers relied on his theory in building a scale of future orientation.

Procedural Definition:

The total score obtained by the sample members on the scale of orientation towards the future prepared by the two researchers.

Postgraduate students

It was known by:

• **Elshawi (1990)**

The stage after the bachelor's stage should, in general, delve into the branches of knowledge and prepare the student to continue searching for the truth and knowing its laws according to an organized way of thinking (Al-Shawi, 1990: 36).

Chapter Two

Theoretical framework and previous studies

The first axis: a theoretical framework

Orientation towards the future

Brief history:

The interest in the future is not limited to a particular society or to a modern era without others, as all societies were very aspiring towards the future in order to be able to know what time has in store for them (Al-Mashi, 1998: 12).

Research indicated that the orientation towards the future is not one-dimensional, but a multi-dimensional perspective, and this was confirmed by the results of one of the international studies that showed that the orientation towards the future has multiple dimensions or factors, including occupation, work, family, education, health and religiosity (Ellen & Benedict, 2008).

The history of interest in the future goes back to the early beginnings of mankind's aspirations to know the universe and search for its mysteries and secrets. At the beginning of his life, man observed the natural phenomena, terrain, planets and others that this earth contains of animals and plants. As he advanced in time, he began to wonder about the nature in which he lives. And about his relationship with his species, and when he became more aware, he began to turn towards himself and connect it with this nature and cosmic

phenomena, and he had good results (Al-Hafiz, 2015: 8).In light of this, Passig (2001) pointed out that interest and awareness of the future is an old and modern study at the same time, but researchers' interest in the future increased in the aftermath of World War II, so they turned to studying the future time and their view of it, as well as looking into future leadership and the skills needed to face challenges. They developed strategies and tools to measure awareness of the future time.

Justifications for studying orientation towards the future

1-   Dealing with the present

He who does not have a vision of the direction of the future does not know how to deal with the future correctly.

2-   Understanding the era:

The importance of studying the future stems from the importance of understanding the era in which you live. It is not possible to understand the era without understanding the future and its horizons, and knowledge of the era is one of the important necessities in our lives so that we are not surprised by events that we do not expect. in errors.

3-   Numbers for the future:

Preparation and rehabilitation are carried out at the present time so that the individual is able to construct the important infrastructure for the construction of the future, and in turn the individual can succeed, progress and develop in the present and the future (Al-Asadi, 2017: 26).

- Nurmi's theory (Nurmi, 1991)

This theory assumes that the main areas of orientation towards the future are:

Motivation: which refers to the individual's focus on improving the expected life space by setting goals that express his interests and future ambitions.

Then the planning component: which refers to how the individual plans to achieve his goals based on the environmental context surrounding his requirements and capabilities.

And finally - evaluation: It indicates the extent to which the individual believes that his goals can be achieved .

Nurmi considers that the orientation towards the future represents an important dimension in the personality of the individual as a stimulus and motivation towards achievement and activation of performance, and time is an important field for the individual to embody his ambitions and project in life. While thinking about tomorrow as they have the ability to anticipate the future. (Shukri, 2009: 12).

And (Nurmi) believes that the orientation towards the future is one of the basic features of the achievement personality, and according to the literature of the research that he conducted (Nurmi, 1991) on the perception of the future among individuals, three aspects appear that interfere with the growth of orientation towards the future:

1-   cultural and institutional contexts and expectations of individuals, as well as knowledge and information about the future, i.e. the base of interests of individuals and planning for their future.

2-   Interests, plans, and beliefs about the future that are gained through social interaction.

3-   Cognitive factors and social development can influence the orientation towards the future (Nurmi, 1991: 7)).

And (Nurmi) believes that the concept of orientation towards the future refers to a group of interconnected emotional, social, cognitive and motivational structures. These structures include

the individual's ability to imagine the conditions of his future life throughout the time when the individual can enter his imagined life in the future or the so-called temporal extension, i.e. the extent of optimism or The individual's pessimism about the future, the extent to which the individual believes that there is a link between his current decisions and the quality of the future, the extent to which the individual believes in controlling the future, and the extent to which the individual is preoccupied with setting goals and planning for the future (Greene, 1986:41).

Methodologically, (Nurmi) believes that the trend towards the future is a realistic cognitive structure that consists of a group of components. The components were identified through various studies, which included the following:

A. Content or repetition in the sense of linguistic description of goals, motives, and interests.\

B. Priority is the determination of the degree of importance or self-interest in the goal or motivation.

C. internal and external structures meaning the causal structure that indicates the extent of control that the individual believes that he has to achieve his future goals.\

D. Extension, i.e., temporary self-efficacy, which refers to the extent to which thinking extends into the future.

E. Specification means the extent to which the individual is determined when he expresses plans or believed events to achieve the goal or motivation.

The quality of each of the above-mentioned characteristics is determined in part by life events and the evolutionary tasks that accompany these events (Greene & Nurmi, 1990, 1991).

The second axis: previous studies:

A: An Arab study: the study of Abu Zaid (1992) : the future outlook of university youth of both sexes (exploratory study).

The study aimed: to address the future outlook of university youth.

- Study sample: The sample included (300) male and female students from different faculties in Cairo.

- Study tool: Use the youth outlook scale prepared in addition to the personal interview forms.

- Results: The results showed that there was no difference in the outlook of young people to the future between the high and low economic level, as well as the absence of differences between the high achievers and the low achievers in the outlook for the future.

B: A foreign study: Scoholtens et al. (2013)

ADHD symptoms of academia a self-perception of academic competence and future orientation: a longitudinal study

ADHD symptoms, academic achievement, and self-perception of academic aptitude and future orientation: a longitudinal study

The aim of the study was to examine the effect of Attention Deficit Hyperactivity Disorder (ADHD) on future orientation.

Sample: The study sample consisted of (194) students.

-Tool: Future Orientation Scale and Hyperactivity and Attention Deficit Scale.

Results: The symptoms of ADHD have a negative impact on future orientation, and academic achievement is positively related to future orientation.

Chapter III

• Research Methodology and Procedures The Approaches and the procedures of the Research :

This chapter includes a presentation of the research procedures starting from the approach that was followed from defining the research community, selecting the representative sample, defining the research tools and verifying their psychometric properties, and presenting the statistical methods used in it as follows:

• First: Method of Research

The current research relied on the descriptive, correlative approach to the study of relationships to describe the facts related to the current study, and describe and interpret them in terms of the available facts . Zobaie, 1981: 53).

• Second: Population of research

The research community is the group with the elements that the researcher seeks to generalize the results related to the problem (Awda and Fathi, 1992: 159). (males, females) in the disciplines (scientific, humanities), and their number is (1985) male and female students, as the number of males in

the doctoral stage is (282), while the number of female students in the doctoral stage is (295), the number of male students in the master's stage is (497), while the number of female students in the master's stage is (911).

Third: Sample of Research

And the sample of the current research are postgraduate students for the two stages (PhD and Master's), where the size of the research sample reached (325) male and female students, at the University of Baghdad, as the sample was chosen as a stratified random sample from the research community.

Fourth: The Tool of Research

First: The measure of orientation towards the future

To achieve the objectives of the current research, the two researchers prepared a tool through which to measure the orientation towards the future of graduate students that has psychometric properties, and that the process of preparing any scale must pass certain basic steps that can be summarized by the following steps:

Defining the concept of orientation towards the future: Orientation Future

and accurately define the concept to be measured . Orientation towards the future (the level at which individuals can imagine their future in terms of goals, hopes, expectations, and plans) .

Determine the areas of the scale:

The two researchers identified the areas of the future orientation scale according to Nurmi's theory , and three areas of the scale were identified:

1 - Motivation : It refers to the individual's focus on improving the life expectancy by setting goals that express his interests and future ambitions.

2- Planning : It refers to how an individual plans to achieve his goals based on the environmental context surrounding his requirements and capabilities.

3 - Calendar : It indicates the extent to which the individual believes that his goals can be achieved.

- Numbers of the initial formula for the paragraphs of the scale:

After reviewing the literature and previous studies related to the issue of orientation towards the future and benefiting from it, such as the study (Ibrahim, 2003), the study (Al-Minshawi, 2013), the study (Atiq, 2013) and the study (Ahmed, 2017), the two researchers formulated paragraphs of the future orientation scale After defining the fields, and defining each field, as each paragraph

expresses the field to which it belongs, and is consistent with the nature of the society to which the scale is applied, as (39) paragraphs have been formulated, covering the three fields, by (13) paragraphs for the first field (motivation), And (13) paragraphs for the second field (planning), and (13) paragraphs for the third field (calendar).

Scale correction

The two researchers adopted Likert's five-way method in correcting the scale, by placing five alternatives in front of each paragraph, and the alternatives are (always apply to me, apply to me often, apply to me sometimes, apply to me rarely, never apply to me), and the degrees range between applicable Always (5) degrees, often apply to me (4) degrees, apply to me sometimes (3) degrees, rarely apply to me (2) degrees, never apply to me (1) degree, for positive paragraphs and the opposite for negative paragraphs.

Validity of the scale :

Honesty is one of the most important characteristics of educational and psychological tests and standards. The validity of the scale is related to the goal for which the scale is built and the decision taken on the basis of it to its degrees (Allam, 200 2 : 186). It is true that the measuring instrument is intended to actually measure what it was designed to measure (Thorndike, 1977: 657). The researcher extracted the validity of the scale as follows:

- Face Validity

The validity of the paragraphs of the scale is one of the conditions for effective measurement tools in measuring the phenomenon of the subject of the measurement.

In order to find out the validity of the paragraphs of the future orientation scale, the two researchers presented the paragraphs of the scale prepared (by the two researchers) in its initial form consisting of (39) items to a group of arbitrators who are specialized in the field of educational and psychological sciences, and they were asked to judge the validity of the paragraphs of the scale. Orientation towards the future, and (80%) was determined to judge the paragraphs of the scale in keeping and deleting some invalid paragraphs, and thus paragraph (12) was deleted from the field of motivation and paragraph (1,11) from the field of planning, and paragraph (6) was modified) in the field of motivation and amending paragraph (4) in the field of planning , amending paragraph (3, 7, 8) in the field of evaluation, and keeping (36) paragraphs approved by the arbitrators according to the areas assigned to it.

Indicators of construction validity:

Statistical Item analysis : The statistical analysis of the scale items is one of the important steps for building the scale, as it makes it more reliable and stable (Al-Abadi, 2020: 148).

The size of the statistical analysis sample was selected (300) male and female students from the research community for the purpose of applying the scale.

Discrimination Items

In order to calculate the distinction of paragraphs, the two researchers followed the following steps:

-       The two researchers applied the scale to the research sample, which numbered (300) male and female students.

-       The two researchers corrected each answer by giving each item a specific score according to Likert's quintuple method.

-       The scores of each respondent were collected in the paragraphs of the scale to extract the total score for each individual from the sample.

-(25) forms were neglected for lack of information and answers.

-The scores were arranged in descending order from the highest score after extracting the total scores of the sample members.

-The extreme degrees were determined, as the researcher adopted (27%) of the questionnaires with the highest grades and (27%) of the questionnaires with the lowest grades, as the adoption of a percentage of (27%) higher and lower provides us with two groups with the best Can be of size and differentiation (Al-Sayyid, 1979: 642) In light of this percentage, the number of questionnaires reached (81) for each group, from the upper and lower levels.

-Test for two independent samples (T-test) was used to test the significance of the statistical differences between the average scores of the upper group and the lower group for each of the items of the scale, which numbered (36) items, and it became clear that all the calculated T-values A are higher than the tabular value The amount of (1.96) reached (2.60 -23,13) at the level of significance (0.05) and the degree of freedom (160) , except for paragraphs (15, 16). reached (-1.41) , -0.73) is less than the tabular value.

The Internal Consistency Method: The relationship of the paragraph score with the total score of the future orientation scale:

Using the Pearson correlation coefficient to extract the correlation between the scores of each item of the scale, and the total score of the future orientation scale, using the same sample of analysis. At the level of significance (0.05) and the degree of freedom (298). After excluding paragraph (15, 16) with weak discriminatory power, the results showed that the correlation coefficients for all paragraphs are statistically significant when balanced with the tabular value of the correlation coefficient of (0.311).

The relationship between the degree of the paragraph and the degree of the field to which it belongs.

This statistical method is characterized by the presentation of a homogeneous scale in its paragraphs. The validity of the paragraph was calculated by using the Pearson Correlation coefficient to extract the correlation between the degree of each paragraph and the total degree of the domain to which it belongs. The correlation amounted to (0.113), ranging between (0.287 - 0.732) for the first domain (motivation) at the level of significance (0.05) and the degree of freedom (298), while the coefficients of the correlation of the second domain (planning) ranged between (0.666-0.248 at the level of significance (). 0.05) and a degree of freedom (298), while the coefficients of the third field (evaluation) correlation range between (0.529-0.729) at the level of significance (0.05) and the degree of freedom (298) .

The stability of the scale of orientation towards the future

-        Alpha equation Cronbach - Alpha :

The two researchers relied on the alpha - Crawnabach equation to verify the stability of the tool. The stability was measured with the concept of internal consistency. It consisted of (30) male and female students . After analyzing the data, it appeared that the stability coefficient using the alpha - Cro - Nabach equation for the scale amounted to (937 0.), which is a good stability coefficient. Very reliable.

-        Describe the scale for future orientation in its final form

The scale of orientation towards the future, in its final form, consists of (34) supplementary paragraphs (4), where five alternatives were placed in front of each paragraph of the scale, and the items indicating orientation towards the future were taken in order of the weights of the

alternatives from (5 - 1), which gave (5) Score for alternative (always apply to me), Score (4) for alternative (mostly applies to me), Score (3) for alternative (sometimes applicable to me) , Score 2 for alternative (rarely applies to me), and Score (1) for alternative (does not apply to Never Ali) for the positive items, and the opposite for the negative items, so the highest score that the student can get (170.00), the lowest score that the student can get (34), and the hypothetical average (102).

THE FOURTH CHAPTER

Presentation, interpretation and discussion of the results

First Objective: Orientation towards the future among graduate students. Zero hypothesis: There is no statistically significant difference between the arithmetic mean of the basic research sample on the scale of orientation towards the future and the hypothetical mean of the scale at the level of significance (0.05).

The two researchers tested the null hypothesis above after processing the data statistically for the members of the basic research sample, which amounted to (300), as the arithmetic mean reached (144.22) degrees, and the standard deviation was (12.56) degrees, and by using the T-test for one sample, it was found that the value The calculated t-value was (58.19), which is greater than the tabular t-value at the level of significance (0.05) and the degree of freedom (299), which is (1.96), which means that there are statistically significant differences in favor of the arithmetic mean of the sample, and this indicates that graduate students have a tendency towards The future hypothesis, therefore, rejects the null hypothesis and accepts the alternative hypothesis, as shown in Table (1)

Table (1) The value of the t-test of the research sample on the future orientation scale

Indication level	degree of freedom	Table T-value	Calculated T-value	hypothetical mean	standard deviation	SMA	the sample
0.05	299	1.96	58.195	102	12.56688	144.2233	300

The second objective: the significance of the differences in the orientation towards the future among graduate students according to the gender variable (males, females). The null hypothesis: There is no statistically significant difference between the arithmetic mean of the research sample (males) on the scale of orientation towards the future and the arithmetic mean of the research sample (females) on the scale at the level of significance (0.05).

The results indicated that the average of the research sample according to the gender variable (males) was (145.354) degrees, with a standard deviation of (14,257) degrees. In comparison

with their average score according to the gender variable (females) it reached (143.691) degrees, with a standard deviation of (11.687) degrees. After using the T-test for two independent samples, it was found that there is no statistically significant difference, as the calculated T-value reached (1,069) degrees, which is smaller than the tabular T-value of (1.96) at the level of significance (0.05) and the degree of freedom (298 .), which indicates that the orientations of males towards the future are not different from the orientations of females towards the future, so the alternative hypothesis is rejected and the null hypothesis is accepted, as shown in Table (2)

Table (2) The value of the t-test for the research sample on the future orientation scale according to the variable: gender (males, females)

Indication level	degree of freedom	Table T-value	Calculated T-value	standard deviation	SMA	the sample	variable
0.05	298	1.96	1.069	14.25776	145.3542	96	male
				11.68712	143.6912	204	female

The third objective: the significance of the differences in the orientation towards the future among graduate students according to the variable of specialization (scientific, human). The null hypothesis: There is no statistically significant difference between the arithmetic mean of the research sample in the (scientific) specialization on the scale of orientation towards the future and the arithmetic mean of the research sample in the (humanitarian) specialization on the scale at the level of significance (0.05).

The results indicated that the average of the research sample according to the (scientific) variable was (146.163) degrees, and with a standard deviation (12,242) degree. In comparison with their average score according to the variable of specialization (humanity) it reached (143.728) degrees, and with a standard deviation of (12,625) degrees. After using the T - test for two independent samples, it was found that there is no statistically significant difference, as the calculated T-value reached (1.353) degrees, which is smaller than the tabular T-value of (1.96) at the significance level (0.05) and the degree of freedom (298).), which indicates that the research sample from the specialization (scientific, human) have an orientation towards the future, so accept the null hypothesis and reject the alternative hypothesis, as shown in Table (3)

Table (3) The value of the t-test of the research sample on the future orientation scale according to the specialization variable: (scientific, human)

Indication level	degree of freedom	Table T-value	Calculated T-value	standard deviation	SMA	the sample	variable
0.05	298	1.96	1.353	12.24225	146.1639	61	scientific
				12.62572	143.7280	239	Humanitarian

Conclusions:

1-   Postgraduate students are characterized by their orientation towards the future, and this refers to the students' ability to think and be optimistic about their academic and professional future.

2-   Through the results of the study, there are no statistically significant differences in orientation towards the future according to the variables (gender, specialization), and here it refers to the cultural and social environment in which the students live, one of different types and academic specializations, which affects the lack of difference between them.

Recommendations:

In light of the findings of the study, the researcher made the following recommendations:

1- Preparing scientific seminars that develop students' orientation towards the future from different age groups and educational levels, such as universities and schools.

2- Conducting counseling and guiding seminars that help in solving future problems facing students.

Suggestions:

In light of the presentation of the results, the researcher suggests the following for future research:

1- Conducting research similar to the current study on samples of different ages and stages of study, such as university and school students.

2- A study aimed at orientation towards the future and its relationship to other variables such as (motivation, academic achievement, life satisfaction).

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