



Psychological weaning, optimism and pessimism among university students

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Sanaa Taher Saleh Yousif Hama Salih Mustafa

Ministry of higher education & Scientific Research Salahaddin University – Erbil
sanasalh29@gmail.com

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Abstract

The present study is intended to recognize the two figures of psychological weaning (father figure and mother figure), optimism and pessimism level among university students. Moreover, this study is aimed at determining the differences between the two figures of psychological weaning, optimism and pessimism according to gender, specialization and studying level and to recognize the nature of the relationship between these variables.

The problem of the current study lies in the delay of psychological weaning, which might result in negative characteristics in the individual's personality regarding dependence and childish psychological attachment that subsequently forms shy, submissive, dependent and selfish individuals who evade from incurring the responsibilities of life. This is in addition to obstruction of pessimistic strands, happiness, individuals' psychological health, optimism and its positive influence on the psychological and physical health. The importance of this research is clarification of the relation of psychological weaning, optimism and pessimism with many other variables, such as psychological independence, social and psychological adjustment, neuroticism, extraversion, other and self-assessment, psychological isolation, anxiety, physical and psychological health. This research included of (440) students of both genders.

The psychological weaning measurement which was prepared by the researcher and **al-ansari** Scale 2002 measurements were used to measure psychological weaning, measure optimism and pessimism. Later on, the researcher made sure of the psychometric characteristics by extracting the face validity, translation validity, and reliability and discrimination power of all the items of both the scales and relationship of each section to the total degree of the scales. **Mean, derivation, Pearson Linear Correlation Coefficient, Eta correlation Spearman-Brown Spilt Half, T-test for one sample and T-test for two independent samples** were used to perform statistical analysis of the data of this research.

Introduction:

The attachment between children and mothers in early childhood is totally normal, as the mother is the source of reassurance and fulfills psychological and biological needs of her children, especially between 1 and 1.5 years old, which after that becomes unacceptable and disturbing for both the mother and the child.

One's adolescence might get minimized by decreasing his/ her relationship and direct contact to his/ her family and strengthening communication with peers and colleagues, and then reducing his/her relationships with them to a close contact with the existing society (Isaad , 1975).

For this reason, it is important for the families to support their children by reducing their control on them. It is believed that many young problems, deviations and failures in life may be due to their failure in psychological weaning (Hurmuz & Ibrahem, 1988).

The researcher understood the problem of the current research through observing the students who had a non-independent behavior and have difficulty forming their own independent personalities.

The researcher found that it is very important to stand on this serious psychological phenomenon closely, and to identify its degree and the rate among the university students, which are an important part of society.



Optimism, on the one hand, is generally a positive condition that provides the individual with motivation to achievement; while pessimism, on the other hand, is one of the most important problems facing individuals. Recent studies confirm that the positive mood and optimism are essential in shaping the behavior of individuals. Psychological weaning is a way to link optimism and pessimism of many variables in mental health. So the researcher wanted to know the correlation of psychological weaning with optimism and pessimism.

Research objectives:

- 1- Measuring psychological weaning (father and mother), optimism and pessimism among university students.
- 2- Measuring significant differences in psychological weaning (father and mother) among university students according to gender, **specialization** and stage of studies.
- 3- **Measuring significant differences in optimism and pessimism among university students according to gender, specialization and stage of studies.**
- 4- Measuring the correlation between psychological weaning and optimism and pessimism among university students.

Limitations of the research:

The current research was limited to Salahaddin University Students - Erbil of **both** genders / **Applied** science and humanities / morning classes for the academic year (2012-2013).

Key words of the research:

Psychological weaning, optimism, pessimism.

1 – Psychological weaning: Defined by Trovers 1979 as a child separation **process** from his mother mentally, emotionally, socially and physically in order to be independent from his mother, and depends on himself in his life (**fahem,2005**).

2- Optimism: Defined by al-ansari 2002: It is looking enthusiasm towards the future, which makes an individual expect the best, wait for the best, and look forward for success and exclude everything else (Aziz,2006).

3 – Pessimism: Defined by Hefni 1978: It is a trend toward life and its events, which makes an individual see only the dark side of life (Hafni , 1978).

Literature review:

Freud believes that the source of pleasure comes through the mouth. If a baby is frustrated or treated randomly during the oral stage, he/she will face fear, essential Anxiety and problems dealing with emotions throughout his/her life and does not seem capable as a child and adult to obtain sufficient satisfaction, and as a result **stick** to the oral stage, or become naïve, trusting quickly, and relying on others to accomplish his/her work in many situations (**Watson & Lindgren, 2004**).

Mahler (1968) thought that the process of becoming independent or individuality is formed in childhood through two groups of interrelated variables. The variables are, first behavioral in nature, which represents the degree and flexibility of the child's production of independent behavioral activity; second, the mental representation, that represents the degree of consistency in the differentiation between the self and representation of things and the ability of the child to act independently of the mother as an independent person and consider these overlapping tasks of growth (Mahler, 1968).

One of the sources of generational conflict is the process of psychological weaning experienced by the adolescent trying to get rid of parental control over the course of life, as teenagers stand hostile to parents so that they can achieve autonomy from them. During the process of psychological weaning, many problems arise between adolescents and parents, because adolescents refuse obedience and rebelled against parental authority. This conflict leads to behavioral disorders for adolescent, if parents do not deal with them fluently in that period to overcome the stage safely. Inability of parents to deal with the psychological and social crisis that passes by their children may lead to deviation world (Rabee, 2005).



White believes that the oral stage of growth identified by Freud characterizes the signs of growth and demand of food at this stage is not just satisfying the instinct, but also leads to learning self-control as a way to control the environment. There is real development towards adaptation and independency at this stage, to prevent the world and the external environment from controlling them. Moreover, movement, language and mental ability to help growth and independence and playing adult roles leads to such independence (Ghamdi 2009)

Freud believes that optimism is a general rule of life and pessimism does not appear in the life of the individual until he has a psychological complexity. This complexity is a very negative emotional attachment to a subject. The individual is optimistic if there are no accidents in his life that makes the formation of psychological node easy (Aziz, 2006).

Seligman defines the concept of optimism and pessimism as how people interpret their successes and failures. Optimists attribute their failure to something they can change to success next time; while pessimists blame themselves for their failure to qualities they can never change (Golman, 2005).

Seligman explains the relationship between causal attribution and pessimistic or optimistic interpretation. The pessimist tends to have a pattern of pessimistic attribution, or self-explanatory, rigid, and comprehensive interpretation of negative events (Schwarzer & Renner, 1997).

The structure of the personality of the individual consists of expectations, goals, aspirations and self-activities. These buildings operate interactively through observational learning, which takes place in the light of the concepts of stimuli, response and reinforcement. Therefore, the behavior of an individual is related to the history of the reinforcement of certain situations. Some individuals perform some tasks and thus have positive expectations of future success in the face of these situations while some people may fail to perform some tasks successfully and therefore have negative expectations towards these attitudes, often pessimistic on the basis of social learning theory (al-ansari, 1998).

Method:

The researcher studied the morning shift students of Salahaddin University, the first stage and the fourth stage. They accounted to (8986) male and female students representing the science and humanities departments for the academic year of (2012-2013). As shown in (Table 1)

#	College	First stage	Forth stage	Total N
1-	College of science	639	489	1128
2-	College of engineering	448	389	837
3-	College of agriculture	356	195	837
4-	Physical education	132	134	266
5-	Basic education	305	357	662
6-	Islamic education	157	205	362
7-	College of languages	393	399	792
8-	Law and politics	298	142	350
9-	College of Arts	732	471	1194
10-	Administration and Economics	574	516	1090
12-	Fine Arts	19	95	114
#	Total number	5127	3859	8986

The samples of this research consisted of (440) male and female students, representing five percent of the original society. They were selected randomly from four colleges (Engineering, Science, Law, and Languages). Then departments were randomly selected from each college.

Scales:



1- Psychological weaning scale:

For the purpose of achieving the research goals, the researcher built a psychological weaning scale after reading the literature on the subject, and previous relevant studies, and she designed two figures (father figures & mother figure) for psychological weaning. The scale was consisted of (50) items, (25) of them for the father figure and (25) items for the mother figure. There were five alternative answers to each item of the scale (Always applies, Applies to a bit, Sometimes applicable , Rarely applicable, Not applicable at all).

2- Optimism & pessimism scale :

The researcher used (**al-ansari** optimism & pessimism 2002 scale) which consists of two scales, the optimism scale (30) items and the pessimism scale(30) Items , with three alternatives for each scale (Always applies, Applies to a bit, , Not applicable at all).

Validity and reliability indicators:

Face validity:

The researcher presented the items of the psychological weaning scale in its two figures of (father and mother), in which each figure items reached(25) items for every scale ,and optimism & pessimism(30) items for each scale , on a group of (18) experts and arbitrators in education and psychology ,to make sure of the face validity of the items of both scales.

The experts ranged agreement between the ratio of (% 80 -% 100) to measure the psychological weaning and thus remained all the items of the scale.

The experts ranged agreement between the ratio of (%83 - %100) to measure the optimism& pessimism and thus remained all the paragraphs of the scale.

Reliability:

The researcher used two ways to make sure of the reliability of the both scales, the Re –test method and Half-way distribution.

The psychological weaning reliability coefficient of the father's figure was (**0.86**) and the mother figure was (**0.88**) in the Re-test method, which was a high and acceptable correlation coefficient. Coefficient of the optimism scale was (**0.94**) and for the pessimism was (**0.91**) which was also high.

By using the **split half method** for finding the reliability of psychological weaning was for the father figure (**0.74**) and for the mother figure (**0.82**). The same way used for finding the reliability coefficient of optimism which was (**0.93**) and (**0.94**) for pessimism scale.

Discriminatory force:

It was found that the scales of psychological weaning, optimism and pessimism have a high discriminative force because the calculated T-test value (**1.980**) for psychological weaning scale was higher than the T-test tabular value. And it was the same for the optimism and pessimism scale (**1.161**), higher than the T-test tabular value.

Final application of the scales:

The two scales were applied on a sample of (450) students (male and female) of the university from the **Applied** science and humanity departments at the university of Salahaddin in the center of Erbil city, the application took from (1/4/2013) to (1/5/2013).Ten forms of research forms were excluded due to lack of information or non-response and the remained 440 forms were used for each scale of statistical processes.

Results and discussion of the research:

- 1- Low level of psychological weaning in both figure (father and mother) with high level of optimism and low level of pessimism was recorded, as shown in table (2)

T-test value of psychological weaning (both figures) optimism & pessimism To signify the differences between the default mean and mean.

Table (2)

Figure Of	Number Of	Mean	Standard deviation	Default Mean	T-test		Degree Of	Level Of
					calculate	tabulate		



Weaning (father)	Students						Freedom	Significance
Figure Of Weaning (mother)	440	90.7727	14.95896	75	22.113	1.96	439	Significant
	440	96.4227	15.93876	75	28.185	1.96	439	Significant
Optimism	Number Of Students	Mean	Standard deviation	Default Mean	T-test		Degree Of Freedom	Level Of Significance
					calculate	tabulate		
	440	77.9386	10.09966	60	26.98	1.96	439	Significant
Pessimism	440	51.5364	13.37016	60	13.219	1.96	439	Significant

2- There were significantly statistical differences in psychological weaning (father and mother figure) according to gender, specialization a and studying level. Shown in table (3) and(4)

T-test value of psychological weaning (both figures), to signify the differences according to the gender and specialization. Differences in psychological weaning (father figure) according to gender variable

(Table 3).

Gender	N	Mean	standard deviation	Degree Of Freedom	T-test Calculate	T-test Tabular	Level of Significance	Result
Male	220	92.4409	14.19953	438	2.778	1.960	0.05	Significant
Female	220	88.6364	1.52677					

Differences in psychological weaning (mother figure) according to gender variable

Gender	N	Mean	Standard deviation	Degree Of Freedom	T-test Calculate	t-test Tabular	Level of significance	Result
Male	220	92.5045	15.86942	438	5.669	1.960	0.05	Significant
Female	220	100.6604	15.66041					

Differences in psychological weaning (father figure) according to specialization variable

Specialization	N	Mean	standard deviation	Degree Of Freedom	T-test Calculate	T-test Tabular	Level of Significance	Result
Applied science	220	8.8136	12.84530	438	2.678	1.960	0.05	Significant
humanities'	220	9.7409	16.28376					



Differences in psychological weaning (mother figure) according to specialization								
Specialization	N	Mean	Standard deviation	Degree Of Freedom	T-test Calculate	t-test Tabular	Level of significance	Result
Applied science	220	94.5136	13.15181	438	2.59	1.960	0.05	Significant
Humanities	220	98.3318	16.21893					

Differences in psychological weaning (father and mother figure) according to studying level variable (first and fourth stages)

Table (4)

weaning	Study Stage	Number Student	Mean	Standard Deviation	Degree Freedom	T-test Calculate	T-test tabular	Level of Significance	Result
Father Figure	1 st	220	95.8909	13.16620	438	8.851	1.960	0.05	Significant
	4 th	220	85.6545	97.1271					
Weaning Mother Figure	1 st	220	97.9682	15.27716	438	1.974	1.960	0.05	Significant
	4 th	220	94.8773	16.02334					

3- There were no significant statistical differences in optimism and pessimism according to gender, variable. However the specialization and studying level are causing differences in optimism and pessimism. As shown in (table 5)

Differences in optimism & pessimism according to gender variable

Table (5)

Gender	Variable	Mean	Standard deviation	Degree of freedom	T-test calculate	T-test tabular	Level significance	Significance
Male 220	Optimism	73.8136	9.99529	438	1.93	1.960	0.05	Not
Female 220		71.8955	9.87793					
Male 220	pessimism	52.8591	15.69816	438	1.74	1.960	0.05	Not
Female 220		50.3364	13.16268					

Differences in optimism & pessimism according to specialization .Table(6).

Specialization	Variable	Mean	Standard deviation	Degree of freedom	T-test calculate	T-test tabular	Level significance	Significance
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Applied science 220	Optimism	74.09 55	16.221 9	438	2.014	1.960	0,05	Significant
Humanities 220		71.41 36	9.5265 5					
Applied science 220	Pessimism	50.61 82	128158 5	438	1.924	1.960	0,05	Not
Humanities 220		53.16 36	13.631 17					

Differences in optimism & pessimism according to stage of studying level .

Table (7)

Stage of studying	Variable	Mean	Standard deviation	Degree of freedom	T-test calculate	T-test tabular	Level significance	Significance
1 st 220	Optimism	70.513 6	9.44606	438	4.784	1.960	0.05	Significant
4 th 220		75.154 5	9.94477					
1 st 220	Pessimism	49.313 6	13.3798 3	438	3.233	1.960	0.05	Significant
4 th 220		53.613 6	13.2299 9					

4- There was significant statistical correlation between the four research psychological variables as shown in(table 8).

Correlation between psychological weaning (father& mother figure), optimism and pessimism.

Table (8)

Variables	Weaning Father	Weaning Mother	Optimism	Pessimism
Weaning Father	_____	*0.339	*0.484	*0,349
Weaning Mother	*0.339	_____	*0.318	*0.348
Optimism	*0.484	*0.318	_____	
Pessimism	*0.349	*0.318	*0.404	_____

Critical correlation coefficient at the degree of freedom (4 38) and the level of significance(0.05 =0.098)

Conclusions of the research:



This study concludes the existence of a relativistic relationship among the four variables, where Freud explained the oral personality with excessive satiated of (Libido) eating and drinking, characterized by optimism, emotion and attitude towards dependence on the outside world which was saturated in childhood will be subject to excessive optimism and dependence on others.

If oral pleasure is frustrated, the oral personality will show aggressive behaviors, tends to hate and hostility and if the individuals' growth stops at this stage exposure to hyper-pessimism will occur.

Regarding the correlation between optimism and pessimism, there was significant correlation relation between optimism and pessimism, which reached (0.404) and comparing with the tabular value (0.094) at the level of significance (0.05). This finding is not consistent with the view that optimism and pessimism are independent traits, by increasing one, the other does not decrease. While the results were consistent with the view that optimism and pessimism Bipolar traits. It has two opposite poles and each individual has one center for both poles, in which optimism is located on the positive Extremes of the positive side and pessimism on the extreme negative side.

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پوخته

ئامانجی ئەم توێژینهوه ئەوه بوو که ناسینی هەردوو ئاستی لە شیر دابراپی دەروونی بەهەردوو ووتنە کانی (وێنەى باوک و وینەى دایک) هەروەها ناسینی گەشبینی و رەشبینی لە لای قوتاییانی زانکۆ هەروەها ناسینی جیاوازی لە ئیوان لە شیر دابراپی دەروونی بە هەردوو وینە بەوه (وێنەى باوک و وینەى دایک) هەروەها گەشبینی و رەشبینی، بە گوێرەى بگۆری رەگەز و شارەزایی و قوونایى خوێندن، هەروەها ناسینی سرووشتی پەتوهندی لە ئیوان ئەم بگۆرانە. کیشەى ئەم لیکۆلینەوهیەکه بەپاشکەوتی لە شیر دابراپی دەروونیدا که لە دەرئەنجامدا تاییەتمەندی نەرینى لە کەسایەتەى تاك لى دەکەوتەوه وەکو پشت بەستن بە دایکوباوک و هەلئواسینی دەروونی مندالیەتی، بۆیە لە دەرئەنجامی ئەمەش تاکی شەرم، ملکهچ، پشت بەسراوی بە کەسانی تر، خۆپەرست و پراوکه لە بەرپرستارەتی ژيان دەرەدەکەوت. هەروەها رەشبینی دەبیته هۆی کۆسپ تر خستن لەبەر دەم، بەختەوهری و نەندروستی دەروونی لای تاکەکان، و گەشبینی و کاریگەری ئەرینى لە سەر نەندروستی دەروونی و لەشى تاکە کان هەیه. گرنگی ئەم لیکۆلینەوهش لە وه دیاردەکەویت که لیکۆلینەوهپەپوهند دارەکانی بە لە شیر دابراپی دەروونی و گەشبینی و رەشبینی لە ژمارەیهک لە بگۆرەکانی ترهوه لە وانە (سەربخۆیی دەروونی، خو گونجاندنی دەروونی و کۆمەلایەتی و). سامپلی ئەم لیکۆلینەوهش لە (400) قوتایی کور و کچ پیکدیت، و لیکۆلەر دوو ئامرازى بە کارهینایه: لە پێوانەکردنی لە شیردابراپی دەروونی (پتوهری لە شیر دابراپی دەروونی که لیکۆلەرکه لە کاتی لیکۆلینەوهکەدا ئامادهی کردوو، لە رینگای ئاگاداربوون لە ئەدەبیاتی پەپوهندپدار) هەروەها پتوهری

(نه ناساري 2002) بۆ پيوانه كردني گه شيبيني و ره شيبيني پاش دلنيا بوون له تايه تمه ندى سايكۆمه تری هه روودوكيان به ده رهيناني راستگۆيي به رچاو و راستگۆيي وه رگپان و جڭگيري و هيزي جيا كردنه وه بۆ هه موو خاله كانى هه ردوو پيوه ره كه، هه روو ها په يوه ندى هه خاڠك له خاله كانى هه ردوو پيوه ره كه به پله گشتي پيوه ره كه هه روو ها نامرازي سه رزمي تری خواره وو بۆ چاره سه ركردني داتاكان به كار هيناوه (ناوه راستي ژمي ياري، لاداني پيوانه يي، نامرازه كانى به ستنى پيرسون، هاوكيشه ي سبيرمان براون، تاقير كرده وي تائي بۆ يه ك نمونه تاقير كرندي تائي بۆ دوو نمونه ي سه ره به خو).
نه نجامه كانى توژينه وه:

يه كه م: تاكه كانى سامپله كه خاون ئاستيكي نزم بوون له بگۆري له شير دايراني ده رووني وه به به لگه ي ناماري وانا ئاستيكي نزم له سه ره به خوئي ده رووني وه زيادي پشت به ستن به دايكو باوكيان به هه ردوو ويته كانى پيوه ره كه (ويته ي باوك و ويته ي دايك) هه روو ها تاكه كانى نمونه ي توژينه وه كه خاون ئاستيكي به رزبوون و به به لگه ي سه رزمي تری (ناماري) له بگۆري گه شيبيني له كاڠكدا تاكه كانى نمونه ي توژينه وه كه خاون ئاستي نزم و دياربوون له ره شيبيني دا.

دووهم: بووني جياوازي به ئاراسته ي سه رزمي تری (ناماري) له بگۆري له شير دايراني ده رووني (ويته ي باوك و ويته ي دايك) و گه شيبيني و ره شيبيني به گۆريه ي بگۆري ره گه ز و شاره زايي و قوئانغى خوڠندن هه وه ك له خواره وه ها تووه:-

1- بووني جياوازي به ئاراسته ي سه رزمي تری له شير دايراني ده رووني (ويته ي باوك و ويته ي دايك) به گۆريه ي بگۆري ره گه ز و شاره زايي و قوئانغى خوڠندن.

2- بووني جياوازي به ئاراسته ي سه رزمي تری له گه شيبيني به گۆريه ي بگۆري ره گه ز و شاره زايي و قوئانغى خوڠندن.

3- بووني جياوازي به ئاراسته ي سه رزمي تری له ره شيبيني به گۆريه ي بگۆري شاره زايي و قوئانغى خوڠندن وه ره چه نده جياوازي به ئاراسته ي سه رزمي تری له ره شيبيني به گۆريه ي بگۆري ره گه ز نه بوو.

سيه م: بووني په يوه ندى به ستراو به ئاراسته ي سه رزمي تری له نيوان هه ر چوار بگۆره كانى توژينه وه كه و له روئشايي نه نجامه كانى توژينه وه كه توژره هه ژماري ك له پاسپارده و پيشنباري پيشكه ش كرد.

ملخص

تكمين مشكله البحت الحالي في تأخر الفطام النفسي الذي يترتب عليه من ظهور خصائص سلبية في شخصية الفرد كالاتكالية والتعلق النفسي الطفولي وبالتالي يتمخض عن ذلك افرادا خجولون ، خاضعون ، انكاليون ، انانيون ، ومتشائمون يتهربون من تحمل مسؤوليات الحياة او يفتقرون الى التفاؤل وتأثيراته الايجابية .

تهدف الدراسة الحالية إلى التعرف على للفطام النفسي بصورتيه (صورة الاب ، صورة الام) ، والتعرف على التفاؤل والتشاؤم لدى طلاب الجامعة . وكذلك التعرف على الفروق في الفطام النفسي بصورتيه (الأب والأم) والتفاؤل والتشاؤم وفق متغير الجنس والتخصص والمرحلة الدراسية والتعرف على طبيعة العلاقة بين هذه المتغيرات.

وتبرز أهمية البحث الحالي من خلال الدراسات التي بينت علاقة الفطام النفسي والتفاؤل والتشاؤم بالعديد من المتغيرات الاخرى منها (الاستقلال النفسي ، التوافق النفسي والاجتماعي ، والعصابية ، والانبساطية وتقدير الذات والآخرين والوحدة النفسية والقلق والصحة النفسية والجسمية).

وتكونت عينة البحث من (440) طالب و طالبة وأستخدمت الباحثة أداتين : (مقياس الفطام النفسي الذي اعدته الباحثة أثناء الاطلاع على الأدبيات ذات الصلة) ومقياس (الأنصاري ، 2002) لمقياس التفاؤل والتشاؤم ، وقد تأكدت الباحثة الخصائص السايكومترية لهما بأستخراج الصدق الظاهري وصدق الترجمة والثبات والقوة التمييزية لجميع فقرات المقياسين وعلاقة كل فقرة من فقرات المقياسين بالدرجة الكلية للمقياس واستخدمت الوسائل الاحصائية الآتية لمعالجة البيانات (المتوسط الحسابي ، والانحراف المعياري ، ومعامل ارتباط بيرسون ، ومعامل ارتباط آيتا ومعادلة سبيرمان بروان والأختبار التائي لعينة واحدة والأختبار التائي لعينتين مستقلتين).

أهم نتائج البحث :

1 - اظهر افراد عينة البحث مستويات منخفضة وبدلالة احصائية من الفطام النفسي بصورتيه (صورة الاب وصورة الام) ومستويات عالية وبدلالة احصائية في متغير التفاؤل ومستوى منخفض ودال في التشاؤم .

2 - وجود فروق ذات دلالة احصائية في الفطام النفسي (صورة الاب و صورة الام) تبعاً لمتغير الجنس والتخصص والمرحلة الدراسية

3 - عدم وجود فروق ذات دلالة احصائية في التفاؤل تبعاً لمتغير الجنس والتخصص .

4 - وجود فروق ذات دلالة احصائية في التفاؤل تبعاً لمتغير المرحلة الدراسية (المرحلة الرابعة اكثر تفاؤلاً)

5 - عدم وجود فروق ذات دلالة احصائية في التشاؤم تبعاً لمتغير الجنس والتخصص

6 - وجود فروق ذات دلالة احصائية في التشاؤم تبعاً لمتغير المرحلة الدراسية (المرحلة الرابعة أقل تشاؤماً)

7 - وجود علاقة ارتباطية ذات دلالة احصائية بين متغيرات البحث الاربعة (الفطام النفسي بصورتيه صورة الاب وصورة الام والتفاؤل والتشاؤم) وفي ضوء النتائج قدمت الباحثة بعض التوصيات والمقترحات .