

## **Conciliatory Thinking Among University Students**

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### **Abstract**

*The research aims to identify the compromise thinking of university students, to achieve the objectives of the research, the researcher adopted the combinatorial thinking test. The research sample consisted of 400 male and female students from Wasit University, at the faculties of education for humanities, sciences, they were randomly selected using the stratified method of equal distribution, for the academic year 2021/2022. After applying the test on the research sample and processing the data statistically using the SPSS statistical package. The research found the following results, University students enjoy compromise thinking, based on the results of the current research, a set of conclusions has been reached. The researcher also recommended some recommendations and suggestions.*

**Keywords:** *Conciliatory thinking, University students.*

### **Introduction**

Research problem: The rapid developments witnessed by the world at all scientific, political and social levels, many problems have arisen because of the change of this world, which made the individual live under several influences. It is constantly exposed to situations of interaction and change, which requires him to think in a way that he tolerates and accepts contradictions and agrees with them, deals with it with an open mind and seeks renewal with a broad horizon, as the weakness of compromise thinking, it may lead to stir up hatred among the components of society. It is a factor of demolition and division, as individuals who are weak in conciliatory thinking are characterized by rigid ideas, they tend to be intolerant, authoritarian, intolerant, and aggressive (Abdul Aziz, 2009: 13).

Low flexibility in thinking leads to weakness in solving problems among individuals, a person's inability to adapt to new situations and with other people, it leads to a state of weakness in consensual thinking and the prevalence of rigid thinking, which was authoritarian in general, intellectual and cognitive looseness, and resistance to change in particular (Razouki, 2015: 33).

The problem of the current research can be determined by answering the question: The degree of compromise thinking among university students?

Theoretical importance:

1. The importance of the age and academic stage included in the current study, as youth are the main source for the nation's renaissance, progress, and building its future, and university students constitute the reliable segment for construction and change.

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2. The importance of conciliatory thinking on the personality of the individual and how it helps him in solving the problems he faces.

Practical importance:

1. It is hoped that the results of the research that will be reached in this study in the field of psychological counseling will help in building developmental, preventive and therapeutic counseling programs.

2. This study is an addition to the local and Arab colleges in the field of educational and psychological sciences.

Research aims

The current research aims to identify the conciliatory thinking among university students.

Research limits

The current research is determined by Wasit University students (morning study) and of both sexes, males-females and the academic specialization (scientific - humanistic) and for the academic year (2021-2022).

Define terms:

Conciliatory thinking:

Morrison (2000): The ability of individuals to adapt and adapt to the environment in all fields, they were characterized by intellectual interaction to influence others to find the appropriate solution, who can achieve goals, they were the individuals who tend to group actions and being with others (Morison, 2011: 2).

Theoretical definition: The researcher relied on Morrison's definition (Morson, 2000), approved by the researcher (Abdul Rahman, 2018) in constructing the test theoretically.

Procedural Definition: It was the total score obtained by students after answering the items of the Conciliatory Thinking test.

### **Conceptual thinking concept**

It is one of the most important types of thinking, because it is related to all issues of all kinds and forms, there is no issue, whether social, family, political, etc., except that we need, while dealing with it and thinking about it, to rely on conciliatory thinking, because through this kind of thinking we try to reconcile conflicting opinions and different ideas, we approach them in order to reach compromises that are satisfactory to all the different parties in this issue (Al-Dahan, 20:2012). It is a thinking in which its owner needs to be free from restrictions and stagnation, and to be flexible and not to be strict in adhering to the opinion and ignoring the other opinion, in order to reach a convincing compromise for all, for example, in resolving family issues or marital disputes, we may need this kind of thinking a lot. In dealing with such cases, we must listen to both sides with ease and patience, we must be very smart in assessing the problem and identifying points of convergence and difference between the two parties. Trying to reconcile some conflicting opinions and urging to compromise on some issues, that would complicate the problem and prevent reaching a satisfactory solution to it, until we can turn the dispute into a consensus between the spouses or any two different parties in any matter, conciliatory thinking can be seen as the ability to perceive other people's moods, goals, intentions, and feelings, as well as the sensation of facial expressions, voice and gestures, by dealing with others and integrating with them through communication and careful attention to the actions of others (Al-Salman, 2011: 1).

The basic pillar in the elements of compromise thinking is (flexibility), which is a skill of creative thinking, which is a cognitive process that leads to the generation of a new

product that is characterized by flexibility and originality, and thus it is not an automatic or random product, but rather the fruit of creative mental efforts, as creativity is linked to compromise thinking through flexibility, it is linked to the individual's ability to be free from fear and threat from dealing with serious problems. It allows the individual to access strange and unfamiliar ideas or new ideas, it also allows freedom from the restrictions of the society around us and the patterns that limit the ability to think creatively in complete freedom, compromising thinking is the ability of an individual to justify ideas, choosing the validity of strategies for solutions, interaction, cooperation, working in groups, and helping to solve a problem with others, also develops mentally with the ideas of others and interacts with them (Al-Atoum, 2004: 233). For some, compromise thinking is an innate skill, a person is born with it and practices it continuously throughout his life, but of course anyone can work on acquiring it, because it relates to some of the personality traits that a person can develop properly, conciliatory thinking that takes the views of others into account, it also trains the individual to adopt the ideas of others and link them to his own. Accordingly, this state can be considered a state of adaptation that helps the individual to get rid of communication difficulties in thoughts and adopt a way of giving and taking in every situation (Ibrahim, 2005: 448).

Conciliatory thinking skills:

There are several skills of compromise thinking, including:

1. Flexibility: It was the individual's ability to deal with different viewpoints, it always meets the element of stagnation in individuals, thus, having flexibility makes them able to change their thoughts or change their personal perspective on things, instead of always believing that they are right, they will learn to see that others are also right. Sometimes both sides think they are equally right, as flexibility gives the opportunity to think about things more than once, as the individual implements what he wants, does not reject the ideas of others.
2. Accepting the ideas of others: Each individual has some beliefs, opinions and ideas that he believes in, this does not mean seeing that the beliefs, opinions and ideas of others are wrong, so it can start thinking about other people's thoughts, it may not be wrong, but rather it needs to be accepted and respected. This does not mean changing his thoughts, but it means that he deals with the ideas of others in a different way, trying to bridge the views with the rest, helping to change some of the misconceptions they have through this (Al-Murshid, 2015: 5).

Principles of compromise thinking:

There are certain rules for conciliatory thinking, which are as follows:

1. Those with conciliatory thinking are the most empowered and influential with others.
2. It is not possible to solve the problem with the same mentality that produced it previously.
3. Focusing on diversity in means and absences.
4. If the desired result did not work, then the method must be changed directly.
5. Every individual, even if he cannot see all aspects, must interact with others and listen to them in order to avoid his shortcomings.
6. The individual must take into account all the factors related to compromise thinking, whether it is related to the individual or to others (Jaber, 2008: 15).

The theory that explains syncretism:

1. Morrison's theory (2009): Morrison believes that the individual is through his presence in the environment in which he lives, quest to achieve his goals and success in his life, that is why he is present with others, so he begins intellectual interaction with them,

followed by conciliatory thinking to influence others and exchange opinions and ideas between them, to find the appropriate solution that enables him to achieve his goals (2: Morrison, 2011). The person with compromised thinking tends to group actions and always likes to be with others, because they are a source of his ideas and tends to help others, in order to overcome the crises facing them, he is a person who accepts criticism, not rigid as he deals with matters simply and softly (Morrison, 2011: 3). People with compromised thinking have the ability to adapt. Compatibility with the environment in the field of work or other fields, where individuals seek to develop themselves in different areas of life (Morrison, 2011: 6). Morrison has shown that people with compromised thinking have a professional fit for their profession, that they perform higher than the rest of the individuals who do not possess compromised thinking. Morrison also found that individuals with compromised thinking, they have the ability to provide advice and guidance to others on the level of public life or on the level of work, this is their desire to help others, achieve their goals, and reach success in their lives (Morrison, 2011: 7).

### **Research Methodology:**

A specific approach must be followed through which the correlational relationships between the research variables can be studied. Description and analysis of the phenomenon under study, the study of each phenomenon depends on what it actually, describe this phenomenon accurately and comprehensively (Melhem, 2000: 32), therefore, the current research adopted the descriptive correlational approach, as it is the most suitable method for this study.

#### 1. The validity of the paragraphs:

To verify this, the researcher used a group of 10 arbitrators specialized in the field of education and psychology, in order to express their opinions and judge the validity of the items of the combinatorial thinking test, and the extent of the appropriateness of the paragraphs and the assessment of their validity in measuring what they were intended to measure and their suitability for the level of university students. An agreement of 80% was approved for the paragraph to be considered acceptable in the test, since all the paragraphs have been preserved, and thus the test is ready for application and consists of 23 items.

#### 2. Alternatives to answering and correcting the test:

The paragraphs were formulated in the form of verbal situations, each of which represents a situation that the student goes through, followed by three alternatives for the answer. One alternative represents compromise thinking or the correct answer, and two alternatives are the wrong answer, the correct answer is given a score of 1, the second alternative and the third alternative score zero when correcting.

#### 3. Test instructions:

It serves as a guide that guides the respondent on how to answer, therefore, the researcher was keen to prepare the instructions, it should be clear, easy to understand, and appropriate to the level of the examinees, which included how to answer his paragraphs, encourage the respondent to answer all items accurately and honestly, the researcher concealed the purpose of the test, to that the respondent is not affected by it when answering, Cronbach points out that the explicit designation of the test, might get the respondent to fake their answer or the students to respond in a socially desirable direction, the respondents were asked not to mention their names in order to overcome the tendency towards approval and lack of embarrassment. The test instructions also included how to use the answer sheet, an example illustrates this. The researcher has prepared an answer sheet that includes paragraph numbers and the number of alternatives, also the private information of each respondent.

#### 4. Experiment with clarity of instructions:

For the purpose of identifying the clarity of test instructions and the clarity of its paragraphs and alternatives, in addition to revealing the difficulties that the respondent faces in order to avoid them, the time it takes to answer the test, the researcher applied the test to a sample of 20 male and female students who were chosen randomly, after making this application and reviewing the responses, it turned out that the test items and instructions were clear and that the time taken for their responses to the test ranged between 13-20 minutes with a range of 16 minutes.

Psychometric characteristics of the combinatorial thinking test:

First: the validity of the test:

Anastasia believes that the honest criterion is the criterion that achieves the job for which it is prepared (Anastasia, 1988: 139). There are several types of honesty, including:

1. Apparent validity: Ebel indicated that the best way to ensure the validity of the paragraphs is for a number of experts and specialists to assess their suitability for measuring the quality for which they were developed (Ebel, 1972, : 555). Apparent validity is achieved by presenting the current scale to a group From the arbitrators as explained in the validity of the paragraphs.
2. The validity of the construction: The validity of the construction was confirmed through the following indicators:

The discriminatory power of the items of the combinatorial thinking test:

The aim of these procedures in analyzing the paragraphs is to keep the distinct paragraphs and delete the non-distinguishing paragraphs, by calculating the discriminatory power of each paragraph with the aim of excluding the paragraphs that do not distinguish between the respondents and keeping the paragraphs that distinguish between them. If the paragraph has discriminatory power, then this means that those The paragraph has the ability to distinguish between respondents with high scores and respondents with low scores in this concept that the paragraph measures. Compromise thinking in its initial form on 400 male and female students who were selected in a stratified random way from the university for the purposes of paragraph analysis. These procedures were carried out according to the following:

The method of the two extreme groups:

For the purpose of conducting the analysis in this way, the following steps were followed:

1. The researcher corrected each questionnaire and gave each paragraph a score.
2. Determine the total score for each questionnaire.
3. Arrangement of 400 questionnaires from the highest degree to the lowest degree.
4. Determining 27% of 108 questionnaires with the highest scores, and 27% of 108 questionnaires with the lowest scores on the same scale. Thus, two groups were sorted with the largest size and maximum possible differentiation (Al-Zubaie 1981: 14).

After that, the researcher used the discrimination equation and adopted Ibel's criterion in accepting or rejecting it, the paragraph is considered good as its discriminatory power is limited between 0.20-0.80, therefore, the researcher kept all test paragraphs without deletion, as the power of discrimination ranged between 0.22-0.54, the number remains the same 23, because its discrimination coefficient is greater than 0.20.

Second: The relationship of the paragraph score with the total score of the test:

This method, in addition to being one of the most accurate means used in calculating the internal consistency of the test, is also concerned with knowing whether each paragraph of the scale is moving in the same direction as the whole test (Issawi, 1985: 51).

The original binary correlation coefficient (point by serial) was used to extract the correlation between the score of each item of the test and the total score of the test. The correlation coefficients for the accommodative thinking test were all statistically significant when compared to the tabular value (0.098) at the level of significance (0.05) and with a degree of freedom (398).

Second: The stability of the test:

Reliability is meant as the accuracy of the scale, its non-contradictoriness and consistency, and it provides us with the necessary information about the individual's behavior. Reliability was calculated in two ways:

1. External consistency using the test and retest method:

The stability coefficient is calculated in this way, by the correlation between the scores of a group of university students on the test, it is reapplied again, with an interval between the first and second application, for a period of not less than two weeks (Odeh, 2005: 42), to find out the stability in the current study, the researcher applied the test to a sample of (40) male and female students who were randomly selected, after 14 days, the test was repeated on the same sample, then established the relationship between the first and second applications, using Pearson's correlation coefficient, and the stability coefficient was 0.83, and this is a good stability coefficient that can be relied upon.

2. internal consistency using Kwedder-Richardson equation 21:

This equation is used in order to manipulate scale homogeneity, as the heterogeneity of the scale items constitutes one of the sources of measurement error, because it leads to a discrepancy in the performance of the examinees on the test items, which affects its stability, when applying this equation, it is required that the nature of the answer be of the type of two-answer, i.e. (yes-no) or (true-false), the paragraphs of the scale should be of similar difficulty after using this equation.

Description of the combined thinking test in its final form:

The combinational thinking test consists of 23 paragraphs formulated with five alternatives to the answer: (It applies to me a lot, and the weights were given 1, 2, 3, 4 and 5 for the positive paragraphs, and the weights were 1, 2, 3, 4 and 5. As for the negative paragraphs, the highest score obtained by the respondent was 115 degrees, and the lowest score he obtains was 23 degrees, noting that the theoretical average for the compromise thinking test was 11.5 degrees.

Identifying compromise thinking among university students.

The statistical treatment related to the combinatorial thinking test indicates that the arithmetic mean of the scores of the respondents, who were 400 male and female students, on this test, it reached 12.66 with a standard deviation of 3.230 degrees, while the hypothetical average was 11.5, by comparing the arithmetic mean with the hypothetical mean, using the t-test for one sample, the calculated t-value was 7.198. It was higher than the tabular value of 1.96. It appeared that there was a significant difference at the level of significance 0.05, and with a degree of freedom (399).

This result indicates that the students have compromise thinking, the researcher believes that what our society is going through in terms of crises and problems in various fields, it may have opened the way for students to get used to multiple options and different directions to solve the problems they face, for the purpose of reaching a state of equilibrium as possible, comes from the experience they gained facing difficult situations, the owner of compromise thinking accompanies the solution in all situations and problems facing him, as its owner tends to change himself and does not stay in one corner, but deals with multiple sources of interpretation of the theory of information at one time because his mind becomes open to change (Al-Jaafari, 2012: 55). As university

students enjoy compromise thinking, because the university community always tends to be with others, they are the source of their ideas and tend to help others, they exchange intellectual interaction with each other and always tend to collective actions and compatibility with the situations they face, this indicates that individuals with compromised thinking have the ability to adapt and adapt to the environment in the field of work or other fields, where they seek to develop themselves in different areas of life (Morsion, 2011:6). This result is consistent with the study (Abdul Rahman, 2018).

### **Conclusions:**

University students enjoy compromise thinking.

Recommendations: Using the methods and strategies of conciliatory thinking through dialogue, influencing the other party, and convincing him of an idea. Adopting conciliatory thinking as one of the goals of teaching in all stages.

Suggestions: Conducting a similar study dealing with compromise thinking in the middle and secondary school stages. Conducting a study aimed at building a training program to develop the skills of compromise thinking among university students.

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