

How to Cite:

Hafez, S. H., & Mohy, M. I. (2022). Self-serving bias among educational counsellors. *International Journal of Health Sciences*, 6(S8), 3383–3405. <https://doi.org/10.53730/ijhs.v6nS8.12847>

Self-serving bias among educational counsellors

Prof. Dr. Salam Hashem Hafez

Al-Qadisiyah University/College of Arts/Department of Psychology

Corresponding author email: art.psy.mas.20.12@qu.iq

Mohammed Ibrahim Mohy

Researcher, Al-Qadisiyah University/College of Arts/Department of Psychology

Abstract---Self-serving bias is one of the important personality variables, whether in the structure of the self or in the pattern of the individual's interactions with others. It means the individual's inclination and pride in himself in the case of achieving something and his denial of his responsibility in the event of his failure to achieve any achievement. It is a bias in attribution that shows that individuals have a general tendency to adopt positive and successful results, and less tendency to blame oneself for unsuccessful results, in order to protect and enhance self-esteem, and such a variable deserves attention and research among different segments, especially educational counselors, so the research sought to identify bias Self-serving among educational counselors in Al-Diwaniyah governorate through a set of aims : 1- Knowing the self-serving bias of educational counselors. 2- Know the significance of the differences in the self-serving bias of educational counselors according to the variables of sex and years of functional service .To achieve the aims of the research, the self-serving bias scale was built according to Hider's theory (1958), which in its final form consisted of (24) items, and after verifying the scale's validity and reliability and analyzing its items statistically on the research sample of (300) counselors from school counselors. Al-Diwaniyah Primary and Secondary Governorate, and using the appropriate statistical means, the researchers reached by analyzing the counselors' answers using the Statistical Package for Social Sciences (SPSS) through the electronic calculator, and by using a set of statistical methods, the research reached a number of results, the most important of which are :The high degree of educational counselors on the self-serving bias scale .There are differences between male and female mentors and in favor of females on the scale of self-serving bias .There are no differences between the mentors according to the years of functional service variable on the self-serving bias scale .The research concluded with a number of recommendations, including: Classifying educational counselors according to levels of self-serving bias, and training or developing

those with high levels of self-serving bias according to appropriate programs and workshops. The researcher also suggested some related studies and research, including knowing the relationship between self-serving bias and other variables such as A&B personality type, professional self-efficacy and narcissism.

Keywords---self-serving bias, educational counsellors, important personality variables.

Introduction

General framework for research

Research problem

People often explain their behaviors based on external and internal factors, for example, when we succeed in a particular field, whether study or commercial speculation, we attribute it to reasons and factors of our own, but if the opposite happens, we attribute it to causes and factors outside our control and evasion of responsibility Directing the events (Melvin and Gross, 2002, p. 215). As a general rule, people tend to attribute success to internal factors (such as ability and effort) while they attribute failure to external factors (such as luck and task difficulty), which is seen as self-serving Bias (Cui et al., 2020, p 4). This attribution pattern has been described as a bias for good reasons on the part of individuals. The traits of an individual after successful results differ significantly from his traits after unsuccessful outcomes as described by the individual to himself. (Campbell & Sedikides, 1999, p. 23).

Self-serving bias, both internal and external, influences the amount of guilt individuals experience and is associated with negative moods. Individuals with negative moods tend to take personal responsibility for undesirable events, which leads to feelings of guilt (Yeo et al., 2017, p.2). On the other hand, individuals who have a self-serving bias tend to overconfidence by exaggerating their self-esteem and estimating their past success, which leads to errors in assessment (Libby & Rennekamp, 2011, p. 131).

Self-serving bias is a potential function of maintaining mental health, defense against threats, and emotional control. As there is a psychological danger, or harm may befall individuals if it is attributed to objective or subjective factors, as low self-serving or “non-self-serving” bias may lead to negative emotions such as depression, for example, as individuals with a bad mood tend to explain and attribute failures or negative events themselves, and it appears that this pattern of internal attribution after bad events may be intrinsically related to the initiation and maintenance of negative feeling (Cui et al., 2020, p. 4).

Certain feelings such as guilt, disgust, and feedback from others may influence self-serving bias. There is also a significant effect of emotions on self-serving bias. Since the guilty individuals release self-enhancing traits less in cases of success, and release self-protective traits less in cases of failure. Also, controlling and balancing emotions affects the self-serving bias, which implies that the inability to

control emotions will increase the self-serving bias in individuals. (Coleman, 2011, p. 345).

Self-serving bias is a potential function of maintaining mental health, defense against threats, and emotional control. As there is a psychological danger, or harm may befall individuals if it is attributed to objective or subjective factors, as low self-serving or "non-self-serving" bias may lead to negative emotions such as depression, for example, as individuals with a bad mood tend to explain and attribute failures or negative events themselves, and it appears that this pattern of internal attribution after bad events may be intrinsically related to the initiation and maintenance of negative feeling (Cui et al., 2020, p. 4).

Certain feelings such as guilt, disgust, and feedback from others may influence self-serving bias. There is also a significant effect of emotions on self-serving bias. Since the guilty individuals release self-enhancing traits less in cases of success, and release self-protective traits less in cases of failure. Also, controlling and balancing emotions affects the self-serving bias, which implies that the inability to control emotions will increase the self-serving bias in individuals. (Coleman, 2011, p. 345).

Those working in educational (and also non-educational) institutions are expected to display different degrees or levels of self-serving bias. For example, such as attributing their successes in their educational work to internal causes, while attributing their failures to external forces, they also tend to overestimate their socially desirable behaviors, while failing to remember their negative behavior in ways that enhance themselves and their emotional balance, which is reflected in their ability to Appreciate the accuracy of their judgments about others, they also show unrealistic levels of optimism in anticipating future positive events and avoiding negative events, overestimating others' view of them, and underestimating the importance of others' skills and positive qualities (Friedrich, 1996, p. 107). Which may be expressed in the distorted and negative ability of educational counselors to pass inaccurate judgments on students or on faculty members working with them, which leads to adverse results on the educational process. And due to the lack of sufficient studies on the subject of self-serving bias among educational counselors in the Iraqi environment on the importance of that topic and that segment, so the research problem revolves around identifying the self-serving bias of educational counselors in the city of Al-Diwaniyah.

Research importance

Often individuals seek reasons to justify their success and failure in some life situations or when they are exposed to certain problems in their lives (Abdul-Hadi, 2004, p. 204). This is what is referred to by the term "self-serving bias", which is that individuals attribute their success to personal factors and their failure to external or circumstantial factors, and this bias is a mechanism that individuals use to protect and enhance their self-esteem (Donald, 1981, p. 113). Various names have been given to this phenomenon, including egotistical attributions, beneficence, and scapegoating, but the most commonly used label is self-serving bias. Random without any relationship to the actual capabilities of the individual (Lammers & Burgmer, 2018, p. 3).

Self-serving bias occurs when people compare themselves to their peers and other individuals around them, believing that they are more intelligent and capable than others. In Festinger's (1954) social comparison theory, comparisons with others occur because of individuals' need to know themselves (self-concept), their need for accurate self-evaluation and their need for self-improvement. This group of people tends to accept only positive traits about themselves rather than negative traits. That is, they tend to overestimate their performance compared to others. Furthermore, research has shown that individuals exhibit more self-serving bias when compared with a hypothetical individual rather than a real individual, and the psychology-related literature has also concluded that individuals with self-serving bias tend to exaggerate their performance and it is worse when compared with strangers. This is because the self-serving bias enhances the confidence of the individual in his performance compared to the performance of others. Hence, self-biased individuals will think that they are better than others (Chin et al., 2018, p. 69).

It has been shown that self-serving bias is influenced by mood. Some studies have suggested that individuals with positive moods are more susceptible to self-serving bias compared to individuals with negative moods, for example the study conducted by (Baumgardner & Arkin, 1988). Individuals in both positive and negative moods showed a high self-serving bias, especially after success. The result has been interpreted as a self-regulation of emotional state. that causal attribution of success to internal factors can maintain or enhance a positive mood; While attributing failure to external factors can reduce negative mood (Baumgardner & Arkin, 1988, p. 99).

Self-serving bias is affected by the relative social status of individuals, because individuals with a high social status are not criticized by others of lesser status when they perform socially undesirable behaviors, but the effects of these behaviors will be vague to them, and they have difficulty verifying or extending them in a way objective. There are many examples in support of this already noted in the teaching literature, leadership ability, and interpersonal skills (Friedrich, 1996, p. 107).

Libby & Rennekamp (2011) reached similar results by demonstrating that individuals affected by self-serving bias are more concerned with internal rather than external factors to achieve significant outcomes. This attitude increases confidence in their own abilities, which is directly related to their enthusiasm and confidence in betting on the future. They also found other features such as the tendency to optimism and exaggeration in good judgment, which enhances the degree of confidence in the upcoming expectations of profits and performance in the future. (Libby & Rennekamp, 2011, p. 197).

According to Tang and Baker 2016, individuals' high self-esteem, which is a form of their self-serving bias, has a lot to do with their future behaviors and decisions. (Chin et al., 2018, p. 68). On the other hand, there is a relationship between self-serving bias and positive future expectations. Usually, individuals who fall in a certain administrative position have a high level of self-confidence, which makes them believe that they are more efficient than they are. In fact, it leads to very optimistic plans for the future (Cristofaro & Giardino, 2020, p. 8).

Self-serving bias also affects memory and the selection of memories, because self-threatening information is usually disturbing, individuals do their best to erase or exclude this information from memory, and there is ample evidence for this in autonomic memory research, and this evidence points to It is more difficult for people to remember negative life events, compared to positive life events. (Zhang et al., 2018, p. 2).

Research aims

1. Knowing the self-serving bias of educational counselors.
2. Know the significance of the differences in the self-serving bias of educational counselors according to the variables of sex and years of functional service.

Search limits

The current research is limited to educational counselors of both sexes in Al-Diwaniyah Governorate for the academic year 2021-2022

Define terms

Self-Serving Bias Definitions of self-serving bias have varied across studies. We review some of them

Miller & Ross (1975): It is the individual's tendency towards himself if he achieves an achievement that is proud of himself, or if he fails to achieve the achievement, he denies his responsibility.

Allawi (1988): It is the individual's tendency to attribute the reasons for his success to internal factors and the reasons for his failure to factors that he cannot control, which are the unstable external factors (p. 308).

Theoretical definition: The researchers relied on the definition of (Miller & Ross) a theoretical definition of self-serving bias based on the theory of (Heider, 1958).

Procedurally, self-serving bias is defined as: the degree to which individuals obtain in their response on the self-serving bias scale, which was built in this research.

The educational advisor: The Iraqi Ministry of Education (1986) defined the educational advisor: as one of the faculty members who works on studying and solving students' educational, behavioral, social and health problems through information related to the problem, whether this information is related to the student himself or the surrounding environment for the purpose of introducing him to his problem And help him to find appropriate solutions to solve them (Ministry of Education, 1986, p. 10).

Self-serving bias: a theoretical framework **An introduction**

Self-serving Bias is defined as any distorted cognitive or perceptual process that individuals undertake due to their need to maintain and enhance self-esteem, or a tendency to perceive oneself in a very good way (Oleg Komlik, 2021, p. 62).

Larson presented (Larson, 1977) A brief presentation of the development of the concept of self-serving bias, as it appeared in studies (Fitch, 1970; Heider, 1958 and others) as the individual's motivation to maintain his self-esteem, which appears in the various causal qualities of success and failure; It has also been shown in the literature (Feather, 1969; Feather & Simon, 1971) as a product of non-motivational processes such as past expectations of success and reinforcement history (Larson, 1977, pp. 430–431).

Initial research on self-serving bias has focused on the issue of causation of outcomes. People tend to attribute success to their own abilities and efforts, while attributing failure to external factors. Subsequently, the psychology literature defines self-serving bias as the tendency to perceive oneself in an appropriate and acceptable manner - the tendency of individuals to see themselves as better than those around them. This means that they are, in their view, fairer, more ethical, more professional and more just than others (Komlik, 2021, p. 63).

Causes of self-server bias

A set of internal and external causes has been divided, which can constitute self-serving bias. It has been extensively studied in empirical studies, and the main assumption here is that self-serving bias is activated by many factors including self-control and protection (Miller & Ross, 1975) and self-enhancement (Wang et al., 2020). The components of the above average influence, and the group effect (Babcock & Loewenstein, 1997), and others. He also suggested (Shepperd et al., 2008) a set of motivational and cognitive factors that interfere in the establishment of self-serving bias, and the following is a summary of some of them:

1. Self-enhancement: It refers to an individual's motivation to maintain or enhance his sense of self-worth. Accordingly, people create self-serving qualities because of the benefits to self-esteem.
2. Self-presentation: The self-presentation motive refers to the individual's quest to convey a desirable and positive image of oneself to others, as people are very sensitive to the way others perceive them, and often act in ways to gain a positive outlook and avoid embarrassment.
3. Cognitive biases: Cognitive biases indicate that people selectively select the available evidence and explore contradictory explanations when determining attribution. Most importantly, they often stop examining all possible explanations for an outcome and instead accept the first logical explanation that comes to mind, as it requires the least amount of effort.
4. Environmental Control: The principle of self-serving bias is consistent with Kelley's (1971) idea of "active control of the environment". He hypothesized that it is important for individuals to be able to exercise control over their environment, and he described the relationship between the need for effective control and the process of bias with the idea that "attributing success to oneself and attributing failure to external factors refers to an individual's attempts to control oneself (Miller & Ross, 1975).
5. Self-protection: Although self-serving bias does not accurately reflect reality, it is taken seriously as an adaptive function for maintaining and protecting self-esteem and promoting a positive self-concept (Wang et al., 2020, p. 3).

Haider's 1958 theory of self-serving bias

Self-serving bias has been discussed in a range of theories, and Hider (1958) is credited as the psychologist who coined the concept of self-serving bias (Campbell & Sedikides, 1999, p. 24). Then in the 1950s it was noticed that in ambiguous situations, individual traits are expressed by a person's "needs or wants", and beginning in the 1950s, theories of Festinger (1957), Aronson, (1992), and other theories that argued that most Individuals have a positive self-concept and attempt to base their experiences on this concept (Orta & Camgoz, 2015, p. 131), while Miller & Ross, (1975) discuss ideas about the presence or absence of self-serving bias (Campbell & Sedikides, 1999, p. 25).

Heider developed an attribution model, for an individual's perception of both external inanimate objects, and of persons, in which he assumes that a person's cognition contains attribution processes, and that the cognition of other people is more complex than that of other inanimate objects, for various reasons related to beliefs, desires, emotions, and traits. In addition, the individual views people as an influential factor in the work, and as such they can do something for him. That is, they can intentionally benefit or harm an individual, and the individual can benefit or harm them based on their abilities, desires, and feelings. (Heider, 1958, p. 21).

Heider (1958) noted that in ambiguous situations, adjectives are reinterpreted with descriptions related to a person's needs or desires, an example of which is a worker who blames his tools for his failure in his work when the reason for this is a lack of his skills. The needs or desires that Heider referred to are rooted in the concept of the self. And that self-serving bias from his point of view is a psychological strategy to protect and enhance the self-concept (Campbell & Sedikides, 1999, p. 24).

Heider points out that sometimes the data about the individual is vague to a degree that affects the person's needs or desires for attribution, which he called egocentric attribution. An example of such selfish attribution is when the individual pretends, or perhaps is convinced, that he does not want a certain thing, rather than that he cannot have it, because in this case the first option is neutral with respect to his self-esteem, while the other options are self-harmful. (Heider, 1958, pp. 118–119).

The choice of acceptable causal attribution, according to Heider, depends on two factors, the first is that the cause matches the person's desires, and the second factor is that the attribution is reasonably derived from the reason, and this factor was called the "rationality" factor, meaning that it is done by "rationalizing" what is chosen as the reason Acceptable, and contains anything that suits personal needs and life desires. It must also fit epistemological expectations about the relationship between motives, attitudes, behavior, etc. (Heider, 1958; Miller & Ross, 1975).

The principle of self-serving bias is also consistent with Kelley's (1971) idea of "effective control" in the sense that it is important for individuals to be able to exercise control over their environment, and he described the relationship

between the need for effective control and the process of attribution as follows: "Attribution of success to oneself and attributing failure to external factors" (Miller & Ross, 1975)

Heider describes any 'result of action' (the result of the action, not the action itself) as 'depending on a combination of effective personal power and effective environmental power'. He argued that for the result of the action to occur, there must be two components accompanying it: the individual's attempt to perform the action (the attempt) and the supporting factors (the Can) that lie in the subject (effort, ability) or in the environment (for example, opportunity Chance, Luck, Favorable conditions). Heider therefore remained faithful to his analysis of action in terms of intentionality (personal causation). Heider applied the distinction between personal and environmental factors, in which these forces can play a very specific role; They are the elements necessary for the success of intentional behavior, and the elements that achieve the desired outcome of the event (Malle, 2011, p. 75).

Research Methodology and Procedures

First: The research community

The current research community is represented by the educational counselors in the schools of Al-Diwaniyah Governorate for the academic year (2021-2022), and their number is (561) counselors and counselors distributed among primary and secondary schools and institutes, as shown in Table (1)

Table (1) The research community is distributed according to the variables of academic level and gender

Total	Female	Male	Academic level
355	142	213	Primary
200	119	81	secondary
6	3	3	institutes
561	264	297	the total

Third: The research sample

The research sample was chosen by adopting the stratified randomization method with a proportional method, which is used in the case of researching heterogeneous communities, as (300) counselors and counselors were selected at a rate of (53%) from the research community. This size is appropriate in constructing Psychological scales (Al-Zoba'i and others, 198, p. 73), and by (158) males, including (113) in primary schools, (43) in secondary schools, and (2) in institutes, and among females (142), of whom (76) in primary schools, (64) in secondary schools, and (2) in institutes. The percentage of males was (52.942%), while the percentage of females was (47.058%) of the research sample, while the percentage of primary schools was (63.279%). While the percentage of secondary schools was (35.650%), and the percentage of institutes was (1.096%), of the research sample, and Table (2) illustrates this.

Table (2): Academic Level and Gender

Total	Female	Male	Academic level
189	76	113	Primary
107	64	43	secondary
4	2	2	institutes
300	142	158	the total

Research tool: self-server bias measure

Defining the concept theoretically

The concept was determined theoretically in the light of the definition of Miller and Ross according to Haider's theory, which was previously referred to in the previous pages as: the individual's tendency towards himself 'if he achieves an achievement he is proud of himself, and if he fails to achieve the achievement he denies his responsibility' (p. 214 Miller & Ross, 1975,).

Collecting items

The researchers reviewed some measures of self-serving bias in the studies of (Al-Jubouri, 2013), (Hassan, 2021) and (Mohammed, 2016), taking advantage of their contents and the ideas and attitudes that I assumed in formulating the items of the current scale, and this step helped in formulating 30 items It was divided equally into 3 areas derived from the theoretical definition: the individual's tendency towards himself, pride in achievement, and escaping from responsibility. The majority of the scale items (24 items) were in the direction of self-serving bias (positive), while the other six items were in the direction of non-self-serving bias (negative).

Scale correction

The researchers adopted five answer alternatives for the paragraphs of the self-serving bias scale and according to Likert method in preparing answer alternatives, which are (always, often, sometimes, rarely, never). 4 degrees, the alternative (sometimes) 3 degrees, the alternative (rarely) 2 degrees, and the alternative (never) one degree, while the degrees of the alternatives in the case of negative paragraphs are 1, 2, 3, 4 and 5, respectively.

The validity of the paragraphs of the scale and its instructions

Ebel (Ebel, 1972) believes that one of the best means used to ascertain the validity of the paragraphs is for a number of specialized experts to assess its validity in measuring the characteristic or characteristic for which it was developed (Abbas et al., 2009, p. 264). In order to identify the validity of the paragraphs of the self-serving bias scale, its instructions and its alternatives, the scale consisting of (30) items was presented to (12) experts in the field of psychology, to express their opinions and observations, and by adopting an agreement percentage (80%) or more, all items were accepted The scale is with the

exception of one paragraph. The answer alternatives were also accepted with some minor modifications.

Statistical analysis of paragraphs

The objective of conducting a statistical analysis of paragraphs is to extract the discriminatory power of it, keep the distinct paragraphs and exclude the undistinguished paragraphs (Ebel, 1972, p. 392), where the discriminatory power of the paragraphs means the extent of the paragraph's ability to distinguish between those with higher levels and those with lower levels. The two-end group method, the relationship of the paragraph's degree with the total score of the scale, the relationship of the paragraph's degree with the degree of its domain, the degree of the field with other domains and the total score of the scale are among the appropriate methods in the process of paragraph analysis. The researchers used such methods as follows:

Contrasted Groups

To calculate the discriminatory power for each of the paragraphs of the self-serving bias scale, the researchers applied the scale to a random sample in the stratified manner with proportional distribution, with a number of (300) counselors, and after correcting the respondents' responses and calculating the total score for each form. The self-serving bias scale, the scores were arranged in descending order, starting from the highest degree and ending with the lowest degree, which ranged from (123) degrees to (75) degrees, and (27%) of the forms with the highest scores were selected for the self-serving bias scale and named as the upper group (81 forms) and their scores ranged from (123) to (106) degrees, and a percentage of (27%) of the forms with the lowest scores were chosen and called the lowest group (81 forms as well), and their scores ranged between (95) to (75) degrees. The upper 27% and the lower 27% is the best percentage that can be taken in the analysis of paragraphs, because it presents us with two groups with the maximum possible size and differentiation, when the distribution of scores on the scale is in the form of a moderate distribution curve (Al-Zobai et al., 1981, p. 74).

After extracting the arithmetic mean and variance for both the upper and lower groups for each of the paragraphs of the self-serving bias scale, the researchers applied the t-test for two independent samples to test the significance of the differences between the means of the two groups. of (1.96) at the level of significance (0.05). Table (3) shows the degrees of discriminatory power of the items of the self-serving bias scale by the method of the two peripheral groups.

Table (3) Discriminatory power scores for the items of the self-serving bias scale by the two-end group method

Result	Calculated T value	Lower group		Upper group		Paragraph
		Contrast	SMA	Contrast	SMA	
statistically significant	5.741	1.51637	3.0247	1.10680	4.2222	01

statistically significant	6.009	1.09008	3.7531	0.58873	4.5802	02
Non statistically significant	1.075	1.19140	2.9259	1.29183	3.1358	03
statistically significant	3.045	1.38889	2.3457	1.54840	3.0494	04
statistically significant	5.362	1.11028	3.6420	0.86763	4.4815	05
statistically significant	4.318	1.21450	3.5556	1.03474	4.3210	06
statistically significant	4.801	1.03384	3.1358	0.99505	3.9012	07
statistically significant	5.695	1.19076	2.2099	1.34314	3.3457	08
statistically significant	7.653	0.94133	3.0370	1.06690	4.2469	09
statistically significant	9.007	1.06066	3.2222	0.74349	4.5185	10
Non statistically significant	1.841	1.16190	2.7778	1.38844	3.1481	11
statistically significant	6.400	1.34107	3.5679	0.69478	4.6420	12
statistically significant	6.671	1.24623	3.4938	0.80277	4.5926	13
statistically significant	5.305	1.23578	3.5309	0.93541	4.4444	14
statistically significant	5.791	1.08838	3.8765	0.60883	4.6790	15
Non statistically significant	0.546	1.36117	2.8148	1.51117	2.9383	16
Non statistically significant	1.536	1.16402	3.9136	1.08525	4.1852	17
statistically significant	5.149	1.16190	3.8889	0.61864	4.6420	18
statistically significant	5.993	1.29111	3.3951	0.80277	4.4074	19
statistically significant	3.602	1.17431	2.6543	1.22474	3.3333	20
Non statistically significant	1.769	1.42692	2.9630	1.50370	3.3704	21
statistically significant	3.954	1.17023	2.5926	1.40249	3.3951	22

statistically significant	4.002	1.24883	2.1235	1.56120	3.0123	23
statistically significant	1.974	1.32089	2.8272	1.22474	3.2222	24
statistically significant	4.891	1.10680	2.5556	1.20416	3.4444	25
statistically significant	3.234	1.18842	3.0123	1.09291	3.5926	26
statistically significant	4.671	1.18569	2.2840	1.51851	3.2840	27
statistically significant	2.056	1.10149	3.2469	1.11444	3.6049	28
statistically significant	4.211	1.28680	2.7160	1.17352	3.5309	29

It appears from Table (3) that the calculated T value for most of the paragraphs is higher than the T-table value of (1.96), except for 5 paragraphs (3, 11, 16, 17, 21), for which the calculated T value was lower than the T-tabled value.

The relationship of the paragraph's degree with the total degree of the scale (internal consistency)

The correlation of the paragraph's degree with the total degree of the scale is that the paragraph measures the same concept that the total degree measures. The total score of the scale is statistically significant. (Anastasi, 1976, p. 154) The Pearson correlation coefficient was used to extract the correlation between the score of each paragraph of the scale and the total score of the self-serving bias scale, and the results showed that most of the correlation coefficients are significant because they are higher than the critical value of the correlation coefficient, which It is (0.1113) with a significance level of (0.05) and a degree of freedom (298), with the exception of five paragraphs (3, 11, 16, 17, 21), whose correlation coefficient was below the critical value of the aforementioned correlation coefficient. (See Table 4).

Table (4) Correlation coefficients of the paragraph score with the total score of the self-serving bias scale

correlation coefficient	Paragrap	correlation coefficient	Paragraph	correlation coefficient	Paragraph
0.047	21	0.076	11	0.347	01
0.267	22	0.450	12	0.399	02
0.298	23	0.474	13	0.084	03
0.196	24	0.382	14	0.207	04
0.366	25	0.409	15	0.400	05
0.265	26	0.002	16	0.310	06
0.291	27	0.071	17	0.381	07
0.118	28	0.327	18	0.414	08
0.265	29	0.433	19	0.477	09

		0.209	20	0.568	10
--	--	-------	----	-------	----

Relationship of the degree of the paragraph with the total degree of the field (internal consistency)

The relationship of the degree of the paragraph with the total degree of the field is one of the arbitrators that can be relied upon in judging the validity of the paragraphs, as it is evidence indicating that the paragraph measures the same concept that measured by the total degree of the field, and in light of this The indicator is kept (Lindauist, 1957, p. 286), and for this, the researchers used the Pearson correlation coefficient to extract the correlation between the score of each clause and the total score of its domain. The results showed that all correlation coefficients are significant at the critical value of (0.1113) and the level of significance (0.05) and a degree of freedom (298), with the exception of paragraph 17 in the field of bragging about achievement, whose correlation coefficient was below that criterion. (See Table 5).

Table (5) Correlation coefficients of the item's score with the total score of its domain in the self-serving bias scale

The area of escaping from responsibility		The field of pride in achievement		The domain of an individual's inclination towards himself	
correlation coefficient	Paragrap	correlation coefficient	Paragraph	correlation coefficient	Paragraph
0.223	20	0.460	10	0.320	01
0.130	21	0.187	11	0.313	02
0.384	22	0.491	12	0.153	03
0.382	23	0.546	13	0.291	04
0.197	24	0.430	14	0.268	05
0.402	25	0.512	15	0.315	06
0.312	26	0.119	16	0.227	07
0.430	27	0.050	17	0.337	08
0.291	28	0.375	18	0.375	09
0.381	29	0.349	19		

It appears from Table (5) that all the paragraphs' correlation coefficients with the degree of their domains are statistically significant and are higher than the critical value of (0,113), except for paragraph 17, which falls within the second domain if its correlation coefficient is less than that value.

The relationship of the domain degree with the degree of other domains and the total degree of the scale

This was verified by using the Pearson correlation coefficient to find the relationship between the degrees of each domain and the degree of other domains and the total score of the self-serving bias scale. 1976, p.155), and the results

indicated that the correlation coefficients of the degree of each field with the degree of other fields and the total degree are statistically significant when compared with the critical tabular value of (0.113), the degree of freedom (298) and the level of statistical significance (0.05). Table (6) illustrates this. Table (6) Correlation coefficients of the degree of the domain with the degree of other domains and with the total degree of the measure of self-serving bias.

Table (6) Correlation coefficients of the degree of the domain with the degree of other domains and with the total degree of the measure of self-serving bias

Total marks	escaping from responsibility	bragging about achievement	An individual's tendency towards himself	Fields
0.815	0.316	0.484	1	An individual's tendency towards himself
0.745	0.120	1	-	bragging about achievement
0.637	1	-	-	escaping from responsibility

The measure of self-serving bias, after completing the statistical analysis procedures and excluding the undistinguished or weakly linked items, consists of 24 items distributed over three areas as follows: 8 items for the individual's tendency towards himself, 7 items for bragging about achievement, and 9 items for evading responsibility.

The psychometric characteristics of the self-serving bias scale

Psychometricians see the need to verify some standard characteristics in the numbers of the scale being built or adopted, whatever the purpose of its use, such as honesty and stability (Allam, 1986, p. 209), The following are indicators of validity and reliability in the self-serving bias scale.

Validity

Oppenheim indicates that honesty indicates that items measure what they are supposed to measure (Oppenheim, 1973, p. 69-70), or it is the level or degree to which he is able to achieve certain goals (Stanley & Hopkins, 1972, p. 101) The researchers used several indicators of honesty in the self-serving bias scale, which are: - Face Validity: This type of honesty was achieved in the current scale when its paragraphs were presented to a group of arbitrators specialized in the field of psychology as mentioned previously.

Structural honesty

Contract Validity is the most accepted type of honesty, as a large number of specialists believe that it agrees with the essence of the Ebel concept of honesty in terms of saturation of the scale in the general sense (Al-Imam, 1990, p. 131), and this type is achieved. Honestly, when we have a criterion on the basis of which we decide that the scale measures a specific theoretical construct. This type of honesty was provided in this scale through various indicators:

- ❖ Discrimination by the two-end group method (see Table 3).
- ❖ Correlation of the paragraph's score with the total score of the scale. (See Table 4)
- ❖ The degree of the paragraph is related to the degree of its field. (see Table 5)
- ❖ Correlation of the domain score with other domains and the total score of the scale. (See Table 6)

Reliability indicators

Reliability means the accuracy of the scale, which also means accuracy and consistency in the performance of individuals and stability in results over time. The fixed scale gives the same results if it is applied to the same individuals again (Baron, 1981, P. 418). Accordingly, the researchers extracted the stability of the self-serving bias scale in two ways: retesting and internal consistency (Cronbach's alpha), as follows:

Test-retest

Adams believes that re-applying the scale to determine its stability should be within a period of no less than two weeks (Adams, 1964, p. 58), and the researchers applied the self-server bias scale to extract Stability in this way on a sample of (30) counselors, and after two weeks of the first application of the scale, the researchers re-applied the same scale again and on the same sample, and after using the Person Correlation Coefficient to identify the nature of the relationship between the degrees of the first application And the second, it appeared that the value of the stability coefficient of the scale as in Table (7).

Internal consistency

The stability coefficient extracted in this way indicates the internal correlation between the items of the scale (Ferrickson, 1991, p. Stability In this way, the Facronbach equation was used to extract the stability, and the stability of the measure of self-serving bias according to the Alpha Cronbach method was as shown in Table (7):

Table (7) degrees of reliability of the measure of self-serving bias by the re-test method

Stability Alpha Cronbach style	The degree of stability in the method of re-testing	Field
0.728	0.840	An individual's tendency towards himself
0.714	0.915	bragging about achievement
0.716	0.890	escaping from responsibility
0.704	0.932	Total marks

These values were considered an indication of the stability of individuals' responses on the self-serving bias scale, as the reliability coefficient, as seen by Likert, is from (0.62 - 0.93) (Lazarous, 1963, p. 228), while Cronbach refers to If the correlation coefficient between the first and second applications is (0.70) or more, then this is a good indicator of the reliability of the test (Esawy, 1985, p. 58). The stability scores in Table 7 are good when compared to Cronbach's alpha stability criterion.

Describing and correcting the scale and calculating its total score

The final self-serving bias scale consisted of (24) items distributed over three domains that constitute the self-serving bias scale, with (8) items in the first domain, and (7) items in the second domain, And (9) paragraphs of the third field. Thus, the theoretical range for the highest score that a mentor can obtain is (120), and the lowest score is (24), with a hypothetical average of (72). (Appendix 1)

Research Results

The first goal to identify the self-serving bias of educational counselors

To achieve this goal, the self-serving bias measure was applied to the research sample of (300) male and female counsellors, and the statistical treatments indicated that the arithmetic mean of the counselors on the self-serving bias scale was (84.150) and a standard deviation of (8.743), while the hypothetical mean was (72) and when comparing the arithmetic mean of the research sample with the hypothetical mean of the scale and using the t-test for one sample. It

appeared that the calculated t-value (24.070), which is greater than the tabular value (1.96), indicates that there is a statistically significant difference at the level of significance (0.05) and the degree of freedom (299), and table (8) illustrates this.

Table (8) the difference between the arithmetic mean and the hypothetical mean of the self-serving bias among educational counselors

Indication level	Freedom Degree	T value		Hypothetical mean	Standard deviation	SMA	The number of people in the sample
		Tabular	Calculated				
0.05	299	1,96	24.070	72	8.743	84.150	300

From the above table, it is clear that counsellors tend to self-serving bias, and this result can be explained according to the theory (Haider, 1958) that self-serving bias is a bias in attribution that shows that individuals have a general tendency to evaluate themselves positively more than their evaluation of others. The result of this study agreed with A study (Al-Jubouri, 2013), which found that self-serving bias leads to the search for excellence and self-preference, and this leads to bias for special interests who attribute the experiences of success to themselves and failure to other reasons, and that individuals tend to find and explain reasons for success and failure, and this increases the Their ability and control over success events.

The second objective

To identify the significance of the differences in the self-serving bias of educational counselors according to the variables of gender and years of functional service

For the purpose of identifying the significance of the differences between the mean scores of educational counselors on the self-serving bias scale according to the gender variable (males, females) and the years of functional service (less than 10 years - 10 years and more), the researchers used two-way analysis of variance (Tow way ANOVA) with a level of significance (0.05). Table (9) illustrates this as follows.

Table (9): Differences in the self-serving bias of educational counselors according to the variables of gender and job service

Indication level S-g	Tabular value	F value F	mean squares-S	Degree of freedom D-F	set of squares S-S	source variance
0.05	3.84	5.292	394.193	1	394.193	Gender
		0.208	15.491	1	15.491	Career years
		0.059	4.396	1	4.396	Interaction (gender x functional service)
		74.494		296	22050.282	The error
			300		2153297.000	Total

The difference in self-serving bias among educational counselors according to the gender variable (males, females)

It is clear from Table (9) that the difference between males and females on the self-serving bias scale rises to the level of statistical significance when we compare the calculated t-value (5.292) with the tabular value of (3,84) at the level of statistical significance at (0.05), where the arithmetic mean of male counselors was (83.101) with a standard deviation (8.302), while the arithmetic mean for females was (85,584) with a standard deviation of (8.930). This result indicates that female mentors are more inclined to self-serving bias as compared to mentors. This result differed with what was reached (Al-Hammouri, 2017), where he found that males are more biased towards self-serving compared to females, and the current result was similar to what was reached (Mazzurega et al., 2020) that females are more biased towards self-serving. This was explained by the tendency of females more than males to have a positive self-image, which will lead them to adopt self-attribution biases more severely, compared to males who have a lower desire to project a positive image.

The difference in self-serving bias among educational counselors according to the variable years of functional service (less than 10 years - 10 years and more)

It is clear from Table (9) that the difference between counselors according to the variable years of functional service does not rise to the level of statistical significance when we compare the calculated t value (0.208) with a tabular value of (3.84) at the level of statistical significance (0.05), as the arithmetic mean of the counselors with service less than ten years was (83,891) with a standard deviation of (8.873), which is not much different from the arithmetic mean of the counselors with functional service More than ten years of age (84.5026), with a standard deviation of (8.581).

The relationship between job duration and self-serving bias was discussed in studies conducted by (Cristofaro & Giardino, 2020), and they indicate that self-serving bias may appear in the job environment depending on the degree to which the individual feels self-efficacy, where self-efficacy is linked to a feeling of outstanding performance, more From its relationship to the length of service, the outstanding performance is the influence on the subjective aspects that reinforce the subjective beliefs of the effectiveness; Negative performance, rather than length of service, leads to low self-confidence. Thus, when people truly believe in their abilities - and thus exhibit a high level of self-efficacy - and achieve successful goals in their private and professional lives, they are more likely to experience a self-serving bias than people who have an average level of belief in their abilities. (Cristofaro & Giardino, p.102020)

The difference in the self-serving bias of educational counselors according to the interaction of the variables of sex and job service

It is clear from Table (9) that the differences between male and female counselors who have professional service less than and more than ten years do not reach the level of statistical significance when we compare the calculated t value (0.059).)

with a tabular value of (3.06) at a significance level of (0.05), and thus there was no effect of the interaction of gender with the job service in influencing the degree or level of self-serving bias among the counselors.

Recommendations

The researchers recommend the Ministries of Higher Education and Education, and in light of the findings of the research, the following:

- Adopting the self-serving bias scale in classifying educational counselors and training or developing those with high scores on that scale according to appropriate programs and workshops in a way that raises their performance and improves their professional efficiency.

Suggestions

The researchers suggest that other researchers carry out studies and research that enhance the psychology library on the subject of self-serving bias, as follows:

- Knowing the differences in the five major factors of educational counselors according to their levels of high/low self-serving bias.
- Self-serving bias and its relationship to other variables such as narcissism, cognitive distortions, A&B personality type, positive/negative emotions. Professional self-efficacy.

References

- Adams, g.s. (1964). Measurement and evaluation education psychology and Guidance, hol-new yourk, P.p3-14.
- Al-Ani and Al-Ghurabi, Sabri and Salim. (1982). Statistical Methods, Directorate of Books for Printing and Publishing, University of Mosul, Iraq.
- Al-Bayati, Tawfiq Abdel-Jabbar, and Athanasius, Zakaria Zaki. (1977). Descriptive and inferential statistics in education and psychology, Ministry of Higher Education and Scientific Research, Baghdad, Iraq.
- Al-Jubouri, Nadia Abdel Karim. (2013). Self-bias and its relationship to the analytical thinking of educational counselors, College of Education, Al-Mustansiriya University.
- Allawi, Muhammad Hassan. (1988). Introduction to Sports Psychology, I (1), Al-Kitab Center for Publishing and Distribution, Cairo, Egypt.
- Al-Zoba'i, Abdul-Jalil and Bakr, Muhammad Elias and Al-Kinani, Ibrahim. (1981). Psychological Tests and Measures, Dar Al-Kutub for Printing and Publishing, University of Mosul, Iraq.
- Anastasi, A. ,(1976). Psychological Testing, New York .the Macmillan publishing.
- Babcock, L., & Loewenstein, G. (1997). Explaining Bargaining Impasse: The Role of Self-Serving Biases. *The Journal of Economic Perspectives*, 11(1), 109–126.
- Barron, F. X., & Harrington, D. M. (1981). Creativity, intelligence, and personality. *Annual Review of Psychology*, 32, 439-476.
- Baumgardner, A. H., & Arkin, R. M. (1988). Affective State Mediates Causal Attributions for Success and Failure 1. *Motivation and Emotion*, 12(2), 99–111.

- Campbell, W. K., & Sedikides, C. (1999). Self-Threat Magnifies the Self-Serving Bias: A Meta-Analytic Integration. In *Review of General Psychology* (Vol. 3, Issue 1).
- Chin, P. N., Ch'ng, K. S., & Isa, S. M. (2018). The effect of self-serving bias on trading decisions and its solution mechanisms: An experimental study. *Global Business and Management Research*, 10(1), 67-81.
- Coleman, M. D. (2011). Emotion and the Self-Serving Bias. *Current Psychology*, 30(4), 345–354. <https://doi.org/10.1007/s12144-011-9121-2>
- Cristofaro, M., & Giardino, P. L. (2020). Core self-evaluations, self-leadership, and the self-serving bias in managerial decision making: A laboratory experiment. *Administrative Sciences*, 10(3). <https://doi.org/10.3390/admsci10030064>
- Cui, G., Wang, Y., Wang, X., Zheng, L., Li, L., Li, P., ... & Meng, X. (2020). Static and dynamic functional connectivity of the prefrontal cortex during resting-state predicts self-serving bias in depression. *Behavioral Brain Research*, 379, 112335
- Ebel, R.L., (1972). *Essentials of educational measurement*, second Edition, new jersey, prentice hall, U.S.A
- Frickson, George. (1991). *Statistical Analysis in Education and Psychology*, translated by: Hana Mohsen Al-Akaili, Dar Al-Hikma, Baghdad, Iraq.
- Friedrich, J. (1996). On seeing oneself as less self-serving than others: The ultimate self-serving bias?. *Teaching of Psychology*, 23(2), 107-109.
- Hassan, Omar Thamer, (2021) *Self-serving bias and its relationship to cognitive miserliness among university students*, College of Education for Human Sciences, University of Diyala.
- Heider, F. (1958). *The Psychology of Interpersonal Relationships*. John Wiley & Sons, Inc.
- Imam, Mustafa Mahmoud. (1990). *Evaluation and Measurement*, Ministry of Higher Education and Scientific Research, Baghdad, Iraq.
- Issawi, Abdel Rahman. (1985). *Measurement and Experimentation in Psychology and Education*, 1st Edition, University Knowledge House, Beirut, Lebanon.
- Lammers, J., & Burgmer, P. (2018). Power Increases the Self-Serving Bias in the Attribution of Collective Successes and Failures. *European Journal of Social Psychology*. doi:10.1002/ejsp.2556
- Larson, J. R. (1977). Evidence for a self-serving bias in the attribution of causality. *Journal of Personality*, 45(3), 430–441. <https://doi.org/10.1111/j.1467-6494.1977.tb00162.x>
- Lazarus, Richard.s. (1963). *Personality and adjustment*, Prentice Hall, New Jersey, 228.
- Libby, r., & rennekamp, k. (2011). Self-Serving Attribution Bias, Overconfidence, and the Issuance of Management Forecasts. *Journal of Accounting Research*, 50(1), 197–231.
- Lindquist, E.F. (1957). *Statistical analysis in educational research*, Boston, Mifflin. No.3, p.p.69-76.
- Malle, B. F. (2011). Attribution Theories: How People Make Sense of Behavior. In D. Chadee (Ed.), *Theories in social psychology* (pp. 72–95). Wiley-Blackwell.
- Miller, D. T., & Ross, M. (1975). Self-Serving Biases in the Attribution of Causality: Fact or Fiction? *Psychological Bulletin*, 82(2), 213–225.
- Ministry of Education. (1986). *Tasks of the school director and the teaching staff in educational guidance*, Baghdad, Directorate of the Ministry of Education Press.

- Mohamed Lamia Jassim, (2016). Academic adaptation and its relationship to self-serving bias among university students, Al-Mustansiriya University, College of Education, Department of Psychological Counseling and Educational Guidance.
- Odeh, Ahmed Suleiman. (2002). Measurement and evaluation in the training process, Dar Al-Amal for Publishing and Distribution, Jordan.
- Oleg Komlik. (2021). EGOCENTRIC PERCEPTIONS AND SELF-SERVING BIAS IN NEGOTIATIONS: FAIRNESS, DYNAMICS, AND ETHICS. *Journal of Intercultural Management and Ethics*, 3, 61–70.
- Oppenheim. A.N. (1973). Questionnar design and Attitude measurement. Heineman. London. Sciences, W. H. Ferment & company.
- Orta, I. M., & Camgoz, S. M. (2015). The Advances in the History of Cognitive Dissonance Theory. 1001 (August).
- Otto, P. E., & Bolle, F. (2015). Exploiting one's power with a guilty conscience: An experimental investigation of self-serving biases. *Journal of Economic Psychology*, 51, 79-89.
- Robert McLean and Richard Gross. (2002). Introduction to Social Psychology, translated by Dr. Yassin Haddad, Mowaffaq Al-Hamdani and Fares Helmy. Dar Wael for Publishing and Printing, I (1).
- Shaw, M.E. (1967). "Scales for the Measurement of Attitude", New York, McGraw-Hill .
- Shepperd, J., Malone, W., & Sweeny, K. (2008). Exploring Causes of the Self-serving Bias. *Social and Personality Psychology Compass*, 2(2), 895–908. <https://doi.org/10.1111/j.1751-9004.2008.00078.x>
- Thorndike, Robert and Higgin. (1989). Measurement and Evaluation in Psychology and Education, (Translated by: Abdullah Zaid Al-Kilani and Abdul Rahman Adas), Amman, Jordan Book Center.
- Wang, Y., Zheng, L., Wang, C., & Guo, X. (2020). Attenuated self-serving bias in people with internet gaming disorder is related to altered neural activity in subcortical-cortical midline structures. *BMC Psychiatry*, 20(1), 1–12. <https://doi.org/10.1186/s12888-020-02942-0>
- Yeo, S. N., Zainal, H., Tang, C. S., Tong, E. M., Ho, C. S., & Ho, R. C. (2017). Success/failure condition influences attribution of control, negative affect, and shame among patients with depression in Singapore. *BMC psychiatry*, 17(1), 1–7.
- Zayed, Ahmed Mohamed, Ali and others. (2011). Social attribution patterns associated with paranoia, depression, and self-serving bias, *Journal of Psychology*, Cairo, Egypt.
- Zhang, Y., Pan, Z., Li, K., & Guo, Y. (2018). Self-serving bias in memories: Selectively forgetting the connection between negative information and the self. *Experimental psychology*, 65(4), 236

Self-serving bias scale (ultimately)

**My brother the educational advisor... My sister the educational advisor...
Good greetings, and may God bless you with all the best**

I put in your hands a set of paragraphs ... Please kindly read it carefully and objectively and answer it with all objectivity and credibility by placing a mark () under the appropriate alternative that applies to you and suits your experiences

or expresses your opinion, and your answer will be appreciated and appreciated by the researcher, knowing that this answer will not be seen by anyone Other than him, noting that there is no right or wrong answer in such questionnaires, and given the frankness, honesty and cooperation the researcher hopes for in you, he hopes all the best from you by answering all the paragraphs of the questionnaire in the service of science and knowledge

An example showing how to answer

Never	Scarcely	Sometimes	mostly	Always	Paragraph	T
		√			I find myself better than others	1

Please complete the information below before starting to mark the paragraphs of the questionnaire

Gender Male Female ()

Marital status: single () , married () divorced () widowed ()

Number of years of service: () years

Never	Scarcely	Sometimes	Mostly	Always	Paragraphs	T
					I find myself better than others.	1
					I tend to rely on myself in making my decisions.	2
					I cherish my opinion, even if it is wrong.	3
					I get everything I want because of my continuous efforts.	4
					I have the ability to establish successful social relationships.	5
					I see that I have the ability to influence my mentors.	6
					I prefer my self-interest (personal) over the interests of the guides.	7
					I have more positive energy than others.	8
					When I succeed in solving a problem I attribute it to my personal capabilities.	9
					I am very proud of my successes and work.	10
					The more I achieve success over others, the more happiness I feel in my life.	11
					When I succeed in solving a problem, I feel loved by others.	12

					I believe that my success in my work is the result of my continuous efforts.	13
					I take pride in myself when I complete a work of my own.	14
					I pride myself on talking about my abilities and capabilities in front of others.	15
					I do not take responsibility for the repeated failures in the work.	16
					I tend to choose easy tasks in school.	17
					I see that it is not necessary for an individual to apologize when he makes a mistake.	18
					I cannot bear my failures and failures.	19
					I feel that I am not personally responsible for failing to solve a particular problem.	20
					I feel that the reason for the problems is fueled by the fact that the guide does not make an effort to prevent them.	21
					When I fail to solve a problem, I feel that I am of no value and of no use.	22
					Lack of time causes delays in completing my work assignments.	23
					My failure to find a solution to a particular problem is due to bad luck and external circumstances.	24