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Building a Confirmation Biased Scale for Students of the Faculty of Physical Education and Sport Sciences in Volleyball

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ABSTRACT

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The purpose of the research to: Construct and codify the Confirmation Bias Scale for the Students of the Faculty of Physical Education and Sport Sciences at Al-Mustansiriya University. The researcher used the descriptive method in the survey method, and the current research population is determined by the students of the Faculty of Physical Education and Sport Sciences / Al-Mustansiriya University, who are (123) students, and the research sample was selected by the deliberate method.

Conclusions: The ability of the Confirmation Bias Scale to diagnose students with confirmation bias. The clarity of the problem lies in the number of biased people for what they think is appropriate for them, the appearance of a lack of a number of concepts among students, and work must be done to find a solution to this problem. The recommendations were: Working on the Confirmation Bias Scale among the Students of the Faculty of Physical Education and Sport Sciences. Interest by professors in understanding students' tendencies and their educational bias to develop appropriate teaching methods for them. Understand the nearby alternatives to modern learning methods and strategies and develop more appropriate curricula for students

1. Introduction to the research:

1-1 Introduction and the importance of the research:

Management is one of the concepts and sciences established in antiquity, as man worked to establish the first principles of it in the first civilizations and worked on its stages and formulated many new concepts and knowledge until we reached the modern era that was characterized by its need to develop management significantly at the present time, and therefore researchers in this field worked to formulate and build many new standards and standards that individuals in society need.

Bias in life to a certain pattern, category or decision is good, but it becomes harmful if it reaches the point of stubbornness, it works to hinder the individual's self-development, despite his belief that he is walking on the right path, and this leads to narrowness of thought and works to curb the development that the individual may reach because he is an understanding, open-minded person and accepting of the opinion and the other opinion, and this is in his scientific interest, as the students of the Faculty of Physical Education are students who are affected by several variables. physically, psychologically, and mentally, unlike the rest of the students in other colleges, this makes them more susceptible to environmental and subjective influences that cause them to obstruct themselves that may not occur in other students.

Hence, the importance of the research lies in building and codifying the confirmatory bias scale , which works to show importance in revealing the extent of students' bias towards themselves and their internal decisions without researching or investigating the other opinion.

1-2 Research Problem:

The educational process in the Iraqi environment is greatly affected by many factors, and unfortunately it is difficult to control all the factors influencing it, and therefore we see that scientific progress is behind what the external world is, and these factors may be external or subjective, and one of these subjective factors is the confirmation bias that tends to understand and accept what the student may see that the method or information must be in this way or how, so the researcher was keen to build a confirmatory bias scale that enables us to Knowing the students' bias towards how to learn or understand the reality they are in and make appropriate recommendations for that .

1-3 Research Objectives:

1- Building and codifying the Confirmation Biases Scale for the Students of the Faculty of Physical Education and Sport Sciences at Al-Mustansiriya University.

1-4 Research Areas:

1.4.1 Human Field: Students of the third stage in the Faculties of Physical Education and Sport Sciences, Al-Mustansiriya University.

1-4-2 Temporal Domain: From the period of time from 6/ 2 /2025 to 30/ 5 /2025.

1.4.3 Spatial Field: Faculty of Physical Education and Sport Sciences, Al-Mustansiriya University.

2. Research methodology and field procedures:

2-1 Research Methodology:

The process of choosing the appropriate method for research is one of the basic and important steps that lead to the success of the research, which depends on the type and size of the problem, the extent of its clarity, and the availability of real data and information about it in order for the researcher to be able to distinguish it from the rest. Problems studied ، (رضا، 2011 ، صفحة 278) Accordingly, the researcher used the descriptive method in the method of relational relations in order to suit the nature of the problem.

2-2 Research Population and Sample:

The selection of the research community and its sample is one of the important matters in any scientific research, as the correct selection of the research sample is one of the pillars or important factors in the success of the researcher's work, as he applies the steps or vocabulary of his research scientifically, and the current research community is determined by the students of the Faculty of

Physical Education and Sport Sciences / Al-Mustansiriya University, who are (123) students, and the research sample was selected in a deliberate way.

2.2.1 Sample Construction Scale:

The construction sample of the Confirmation Bias Scale consisted of (70) students, in addition to the survey sample consisted of (13) students.

2-3 Research Tools, Methods and Devices Used in the Study:

Mohammed Khalil et al. state that the appropriate tool is determined in the light of the research objectives, hypotheses, and the questions that are sought. To answer them, Tools are the means used by the researcher in Investigation or access to information (عباس، 2011 ، صفحة 237).

The tool means the means that the researcher collects by means of the required data and the tools used by the researcher in his current research, which are:

- Personal Interviews :

Through the personal interviews conducted by the researcher, it will be the opinions of experts with experience and specialization to give the research a scientific value, and to complete the research requirements and choose the ways to reach the required results.

- Confirmation bias meter.
- Arab and foreign references and sources.
- The World Wide Web.
- TOSHIBA Electronic Calculator (1).

2-4 Field Research Procedures :

Achieving the objectives of this study requires the availability of a measure of confirmation bias.

For this purpose, the researcher did the following:

2.4.1 Constructing the Confirmation Bias:

Sources specialized in building scales in the field of educational and psychological sciences state that the construction of the scale must be subject to basic steps and the builder of the scale must take into account, which are as follows:

First: Determining the phenomenon to be studied :

This step is the first step that must be taken, which is represented by the researcher's desire and direction, the importance of the phenomenon, its clarity, and the extent to which it is measured This allows the builder of the scale to identify the key ideas that Reliable in building the scale (أحمد، 2006 ، صفحة 114)I said. Identifying and defining the phenomenon theoretically, which is Phenomenon Confirmation bias.

Secondly. Define the metric objective.

This step is that the scale has a specific and clear goal and that this goal is feasiblealif to verify and in harmony with the nature of the scale and their characteristics because each scale has its own characteristics related to its purpose. The goal of measuring motor skills is different from the goal of measuring psychological traits and characteristics (رضوان، 2000 ، صفحة 320) The goal of this metric will be to measure Confirmation bias.

Third: The Theoretical Framework of the Scale:

This step is concerned with the theoretical aspect of the trait or concept of the scale, such as references, sources and studies, so the builder of the scale must have theoretical knowledge of the trait to be measured in terms of its concept, nature, and everything related to it in order for this knowledge to be theoretical A frame of reference for him in defining them, defining their axes, definitions of themes, and formulating phrasesY Remembers Friends Jurisdiction The theoretical framework of the scale is the basis for the process of building the scales, through which the axes included in the scale are defined and each Axis. (أحمد، 2006 ، صفحة 115)

The researcher identified the axes of the scale and gave a definition of each axis in the light of the reference framework, which provided the researcher with good theoretical information about the concept of the scale .

2.4.2 Measures for building the scale:

After taking into account the aforementioned steps and in order to build a scale that has scientific qualities and foundations, the researcher has performed the following procedures:

2.4.2.1 Determining the dimensions of the scale:

The researcher relied on the sources and references he reviewed related to the concept of male confirmation bias only, after it was presented to experts in the fields of management, testing, and sports psychology.

Presented Dimensions in Questionnaire Experts to take Their opinions on the theoretical definition of the concept of Assertive bias and the extent to which the axes cover the concept of the study and the validity of theoretical definitions for each axis, as They will be asked to add any other axis, and it was adopted Researcher Ratio (70%) and more than the approval of experts As a percentage To maintain Axes. (B.S., 1981, 126 صفحة)

2.4.2.2 Preparation of Metric Statements:

According to the theoretical definition of each axis, the researcher has prepared several proposed phrases to cover the axes of the scale.

The researcher's interest was that each phrase should have a single specific meaning and a clear interpretation, the likert method was adopted in the process of answering the phrases, and the researcher proposed alternatives to a five-point answer, as follows (strongly agree, agree, sometimes, disagree, strongly disagree).

2.4.2.3 Logical Analysis of Statements:

This was done by presenting the phrases to experts and specialists, and each expert was asked to express an opinion on the validity of each phrase in measuring the concept of the study and its validity in the axis in which it was placed, and to modify or add any phrase in all axes, as well as to express an opinion on the validity of the alternatives to the five-point answer and to indicate the positive and negative statements of the scale.

I said. according to Their opinions and dependence On the basis of More than (75%) from their approvals, which Bloom mentioned. (B.S., 1981, 126 صفحة).

All statements for the scale have been approved.

2.4.2.4 Scale in its initial form:

After the aforementioned steps and procedures, the phrases were listed sequentially without mentioning their themes in a questionnaire in order to conduct the exploratory experiment and find the scientific basis for it.

2.4.2.5 Correction Key:

We mentioned that the scale in its initial form consists of several phrases distributed on several axes, and in front of each phrase is a five-point scale (largely agree, agree, sometimes, rarely, disagree), and the scores are given to the positive statements as follows (5-4-3-2-1) and to the negative statements (1-2-3-4-5), and that the highest score obtained by a person is (160) for the scale, and the lowest score is (32) for the scale. The hypothetical mean or degree of neutrality is (96) for the scale.

2.4.2.6 Exploratory experiment of the scale:

The exploratory experiment was conducted on (13) from the research community and from outside the construction sample if it was applied to a random sample of club members on the date (14/4/2025) and its purpose is to identify the clarity of instructions and phrases, the time taken by the respondent, the adequacy of the auxiliary work team or any difficulties in order to address them in the construction process.

2.4.2.7 Statistical analysis of the phrases:

The process of subjecting the phrases to statistical analysis is one of the most important procedures that must be done in the construction of the scale, through which the scientific foundations of the statements are ensured, which are honesty and consistency, and for this purpose, the researcher applied the scale to the construction sample of (70) students and the following:

2.4.2.7.1 Honesty Validity:

It means that the scale measures the attribute it is intended to measure, (Walsh, W.B., 1979, صفحة 29) Honesty is one of the basic conditions and scientific foundations for building standards. The researcher used the following indicators to validate the scale of this study:

First: Content Validity:

Logical honesty and constructive honesty are available as follows:

1- Logical Validity :

Allen recalls Allen that logical honesty is represented by the logical design of Statements The scale consists of such statements that these statements cover the basic dimensions of the phenomenon to be measured, and this honesty is available. (Allen.M.J & Yen.W.M, 1979, صفحة 96), EL Get up The researcher by defining the concept of confirmation bias and specifying Dialogue and Preparation Words As mentioned above.

2. Construct Validity :

Named also The truth of the hypothetical composition or the truthfulness of the concept, which means the extent to which the statements are homogeneous with the concept to be measured. (Gay.L.R, 1986, صفحة 168) And depends on the truth Building on the App Demo, Therefore, it is an important indicator of honesty. To verify its availability from the scale of this study Done The use of two methods of discriminating power and internal consistency is as follows:

A. The discriminating power of phrases Items of Diskimation :

It is a statistical method that depends on the ability of each phrase to distinguish between people who get high grades and people who get low scores, and to verify this, the scale was applied with its phrases to the construction sample of (70) Y and calculated the total score for each form, and then the scores of the answers were arranged in descending order, and a percentage of (27%) of the higher grades and the same percentage of the lower scores were determined, then The scores of the two groups are subjected to statistical analysis and using the T-test of two independent samples to identify the discriminating power of the statements and to show the ability of all the statements of the scale to distinguish between those who obtain high scores and those who obtain low scores at the significance value of less than (0.05) at the error level of (0.05).

Table (1)
Statistical Indicators of the Discriminating Power of Assertive Biases

Significance Level	True Morale	Calculated T Value	Top Group		Lower Group		Ferry Number
			on	Going to	on	Going to	
Featured	0.000	9.701	0.684	4.37	0.653	2.26	1.
Featured	0.000	6.444	0.597	4.37	1.012	2.63	2.
Featured	0.000	6.564	0.733	4.26	0.749	2.68	3.
Featured	0.000	8.875	0.653	4.26	0.507	2.58	4.
Featured	0.000	6.893	0.955	4.37	0.607	2.58	5.
Featured	0.000	11.655	0.496	4.63	0.612	2.53	6.
Featured	0.000	10.919	0.612	4.47	0.513	2.47	7.
Featured	0.000	6.794	0.787	4.21	0.582	2.68	8.
Featured	0.000	9.601	0.597	4.37	0.684	2.37	9.
Featured	0.000	6.755	0.765	4.16	0.772	2.47	10.
Featured	0.000	6.599	0.787	4.21	0.684	2.63	11.
Featured	0.000	8.750	0.772	4.47	0.496	2.63	12.
Featured	0.000	9.880	0.692	4.42	0.653	2.26	13.
Featured	0.000	10.537	0.684	4.63	0.607	2.42	14.
Featured	0.000	6.163	0.898	4.16	0.838	2.42	15.
Featured	0.000	7.519	0.733	4.26	0.597	2.63	16.

Featured	0.000	9.506	0.513	4.53	0.671	2.68	17.
Featured	0.000	6.895	0.612	4.53	0.658	3.11	18.
Featured	0.000	6.466	0.692	4.42	1.073	2.53	19.
Featured	0.000	6.106	0.684	4.63	0.943	3.00	20.
Featured	0.002	3.323	0.898	4.16	1.049	3.11	21.
Featured	0.000	9.477	0.692	4.42	0.809	2.11	22.
Featured	0.000	4.187	0.905	4.47	1.100	3.11	23.
Featured	0.000	7.593	0.692	4.42	0.631	2.79	24.
Featured	0.000	6.736	0.692	4.42	0.885	2.68	25.
Featured	0.000	9.004	0.692	4.58	0.562	2.74	26.
Featured	0.000	8.459	0.761	4.37	0.612	2.47	27.
Featured	0.000	6.537	0.684	4.37	1.020	2.53	28.
Featured	0.000	6.163	0.898	4.16	0.838	2.42	29.
Featured	0.000	7.249	0.582	4.32	0.905	2.53	30.
Featured	0.000	8.064	0.612	4.47	0.749	2.68	31.
Featured	0.000	6.121	0.787	4.21	0.905	2.53	32.

- Significant at a significant level (0.05%)

B. Internal consistency of phrases : Items consistency

Verification of the degree of homogeneity of the statements of the scale means in measuring the phenomenon or concept to be measured, and in order to verify that the terms of the scale of this study are characterized by consistency and homogeneity, the relationship of each statement to the total score of the scale was extracted through the simple correlation coefficient of Pearson for the members of the construction sample, and it was shown that all the statements have a significant correlation with the total score of the scale and must be reported All of them are less than (0.05) at the error level of (0.05).

Table (2)

The Pearson correlation coefficient between the score of each statement and the overall score of the confirmatory bias scale.

Significance	True Morale	Simple correlation coefficient	t
Moral	0.000	0.617	1.
Moral	0.000	0.662	2.
Moral	0.000	0.698	3.
Moral	0.000	0.663	4.
Moral	0.000	0.725	5.
Moral	0.000	0.671	6.
Moral	0.000	0.784	7.
Moral	0.000	0.749	8.
Moral	0.000	0.740	9.
Moral	0.000	0.799	10.
Moral	0.000	0.801	11.
Moral	0.000	0.782	12.
Moral	0.000	0.599	13.
Moral	0.000	0.785	14.
Moral	0.000	0.664	15.
Moral	0.000	0.560	16.
Moral	0.000	0.701	17.

Moral	0.000	0.702	18.
Moral	0.000	0.748	19.
Moral	0.000	0.666	20.
Moral	0.000	0.658	21.
Moral	0.000	0.640	22.
Moral	0.000	0.656	23.
Moral	0.000	0.600	24.
Moral	0.000	0.544	25.
Moral	0.000	0.440	26.
Moral	0.001	0.380	27.
Moral	0.000	0.411	28.
Moral	0.000	0.450	29.
Moral	0.000	0.883	30.
Moral	0.000	0.428	31.
Moral	0.000	0.494	32.

C. The relationship between the field and the total score of the scale :

In order to identify the extent to which the axes represent the concept of the scale, i.e. whether the axes that make up the scale are characterized by honesty in measuring the concept of the scale, and in order to confirm this, Pearson's simple correlation coefficient was used to identify the extent of the correlation of each axis with the total score of the scale of the construction sample, and to show whether all axes have a significant correlation with the total score of the scale. Its value must be less than (0.05) at the significance level of (0.05).

Table (3)
Correlation relationship of confirmatory bias axes.

Significance	Morale	Calculated value (t)	Axis Name
Moral	0.000	0.843	Decision Making
Moral	0.000	0.807	Sideways bias
Moral	0.000	0.774	A tendency to look for positive cases
Moral	0.000	0.924	Creating an Impression

2.4.2.7.2 Consistency:

It will complement the scientific foundations that must be characterized by Scale, Done The researcher by finding its stability as it is one of the basic conditions that should be met in the scale and stability It means "the accuracy of the scale in observation, its non-contradiction with itself, its consistency and consistency in the information it provides us with about the behavior of the individual." (et al., 1987, p. 101) Murphy states (Murphy) « The goal of consistency is to estimate the errors of the scale and work to reduce them. If any, (Murphy·R·K: 1988· صفحة 63) To verify that the scale of this study is characterized by stability Get up The researcher uses the following methods:

1. The Alpha Cronbach method:

This method is one of the most used In measuring the stability of the scales , It depends on the consistency of the performance of individuals from Phrase To others , and to find (عدس، 1989، صفحة 79) Scale stability in this way It's done Applying the scale with its phrases to a sample Poll Adult (13) Member and show moan Stability coefficient value It has reached (0.959) for the climate scale (0.912) for the Confirmation Bias Scale At a significance level (0.05).

2. Half-segmentation method:

This method depends on dividing the scale into two parts or two equal parts with the number of phrases, the first part includes the individual statements and the second part the even statements, as the researcher performed this procedure for the measures of the scale based on the results of the survey sample of (13) members and using the Pearson correlation coefficient between the two parts and showing the stability coefficient. The half-division of the confirmatory bias (0.823) and (0.826) appeared and to approximate the results, we suffice to adopt the Spearman-Brown equation for the half-segmentation (0.981) for the confirmatory bias scale.

2.4.2.7.3 Objectivity:

This scale was distinguished by the fact that its paragraphs were formulated by choosing from the five multiple alternatives, as two answers are not accepted.

2.4.2.8 Final metric.

After the aforementioned procedures, the (confirmation bias) scale has been prepared and in its final form consists of (32) statements distributed on (4) axes.

2.4.3 Main Experience:

After the aforementioned procedures, the researcher codified the confirmatory bias scale for (60) members. After completing the implementation of the research steps, the researcher collected the data for each scale applied to the application sample and arranged them in tables, in preparation for conducting statistical treatments to complete the achievement of the research objectives.

2.5 Statistical Methods:

The researcher used the statistical package (SPSS) and the statistical methods were extracted in this study.

3. Presenting, analyzing and discussing the results:

3.1 Presentation and analysis of the results of the Confirmation Bias Scale:

3.1.1 Presentation of the results of the raw score, standard score (Z) and the modified standard score of the research sample answers to the confirmation bias scale:

The researcher presents the results of the raw score of the research sample, the standard score (Z) and the modified standard score in order to find a determination of the standard levels of the confirmatory bias scale as shown in Table (4):

Table (4)

Raw score of the research sample, standard score (Z) and modified standard score of the confirmatory bias scale

Modified Standard Score (T)	Standard Grade (Z)	Raw Grade	nun	Modified Standard Score (T)	Standard Grade (Z)	Raw Grade	nun
50.75	.07488	123	31.	28.81	-2.11934-	81	1.
51.27	.12713	124	32.	29.33	-2.06710-	82	2.
51.27	.12713	124	33.	30.37	-1.96261-	84	3.
51.27	.12713	124	34.	30.90	-1.91036-	85	4.
51.79	.17937	125	35.	31.42	-1.85812-	86	5.
51.79	.17937	125	36.	31.42	-1.85812-	86	6.

51.79	.17937	125	37.	31.42	-1.85812-	86	7.
52.32	.23161	126	38.	32.99	-1.70139-	89	8.
52.84	.28386	127	39.	36.12	-1.38793-	95	9.
52.84	.28386	127	40.	37.69	-1.23120-	98	10.
53.36	.33610	128	41.	39.78	-1.02223-	102	11.
53.88	.38834	129	42.	41.87	-.81325-	106	12.
57.54	.75405	136	43.	41.87	-.81325-	106	13.
58.06	.80629	137	44.	46.57	-.34306-	115	14.
58.59	.85853	138	45.	48.14	-.18633-	118	15.
59.11	.91078	139	46.	48.14	-.18633-	118	16.
59.11	.91078	139	47.	48.14	-.18633-	118	17.
59.11	.91078	139	48.	48.14	-.18633-	118	18.
59.63	.96302	140	49.	49.18	-.08185-	120	19.
59.63	.96302	140	50.	49.18	-.08185-	120	20.
60.15	1.01526	141	51.	49.18	-.08185-	120	21.
60.15	1.01526	141	52.	49.18	-.08185-	120	22.
60.68	1.06751	142	53.	49.18	-.08185-	120	23.
60.68	1.06751	142	54.	49.18	-.08185-	120	24.
60.68	1.06751	142	55.	49.18	-.08185-	120	25.
63.81	1.38097	148	56.	49.70	-.02960-	121	26.
63.81	1.38097	148	57.	49.70	-.02960-	121	27.
63.81	1.38097	148	58.	49.70	-.02960-	121	28.
65.90	1.58994	152	59.	50.75	.07488	123	29.
66.42	1.64218	153	60.	50.75	.07488	123	30.

In order to identify the confirmation bias in learning, the researcher extracted five levels by arranging their answers in ascending order after finding the score of each form using the Excel program, and the levels are (Weak - Acceptable - Medium - Good - Very Good) as shown in Table (5)

Table (5)

Shows the sample response levels for the level of engagement

Order	Percentage	Duplicate	Values that fall within the level	Level	t
fourth	15%	9	81-95	Weak	1
fifth	6.66%	4	96-110	Acceptable	2
First	40%	24	111-125	medium	3
Second	21.66%	13	126-140	Good	4
third	16.66%	10	141-155	Very good	5
	100%	60			Total

From the above table, it was found that the highest score obtained by the sample members is (153) and the lowest score is (81) and that the level (average) came first according to the answers of the sample members of (60), which falls within the values between (111-125) with repetitions (24) and a percentage of (40%), meaning that most of the sample members are within the average level and the level was good In the second rank and the level is very good in the third rank, while the level came weak came in the fourth rank and the level of acceptable came in the fourth rank.

Presentation of the results of the arithmetic mean and the T-value of the level of differences for the confirmatory bias scale of the experimental research sample:

Table (6)

Arithmetic mean, standard deviation, hypothetical mean, and T-value of the level of differences Confirmation bias

Significance of the difference	sig	T-value	Hypothetical arithmetic average	Standard deviation	Mean of the sample	Number
Moral	0.000	25.658	96	3.068	142.40	60

Significance < (0.05) and degree of freedom (n-1) = 59.

By looking at Table (4), we can observe the significance of the values by comparing the arithmetic mean of (142.40) with the hypothetical mean of (96) and the appearance of the significance of the regressive value of (25.658) below the significance level of (0.05), which indicates that the students have a high level of confirmation bias.

3.2.1 Discussion of the confirmatory bias variable:

By looking at the two tables (5-6), it is clear that the level of Confirmation bias The researcher attributed this to many factors that surround these results, including that students have become accustomed to working on building a personality that tries to impose its opinion in the field, so we see that the lack of interest in building a personality that is contrary to its assertive bias in the psychological aspect is educational, and this indicates that there is an aspect that takes self-values and closeness to them is a decisive factor in building oneself and emphasizing In his opinion (Clappett, 2019), "This type of mindset endlessly evokes insights and latent forces, potentials and the value of choices over closure and takes the time to seek out and maintain automatic levels of motivation, engage in different and varied activities and focus fully and individually on the bright side of life that they are looking at or imagine they cannot bear the idea that their life is routine." (Calbet, (2019), 322 صفحة)

Also, the process of self-building is educational starting from a young age, and family education or the surrounding environment may affect the individual and make him believe that making a decision and adhering to it is the right thing and shows him the appearance of a strong person who does not hesitate, and this contradicts the sound logic in the educational process or the individual's construction of himself correctly. Dijkstra "The social comparative theory of cognitive biases, including confirmation bias, holds that people have a variety of motivations, and these motivations are often prone to causing biased views of self." (Dijkstra, 2010, 211-195 الصفحات)

4. Conclusions and recommendations

4.1 Conclusions:

1. The ability of the Confirmation Bias Scale to diagnose students with confirmation bias.
2. The clarity of the problem lies in the number of biased people who think it is appropriate for them .
3. There is a lack of a number of concepts among students, and work must be done to find a solution to this problem.
4. Having a confirmation bias makes it difficult to persuade students to work on solutions that are different from what they think is right.

4.2 Recommendations:

1. Working with the Confirmation Bias Scale among Students of the Faculty of Physical Education and Sport Sciences .
2. Attention by Teachers in understanding students' tendencies and their educational bias to develop appropriate teaching methods for them.
3. Understand the nearby alternatives to modern learning methods and strategies and develop more student-friendly curricula .
4. Working to develop the learning skills of the teachers to develop their level and thus develop the educational level of the students.
5. Conducting research through the use of the scale for other games and federations.

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Attachment (1)

The scale in its final form

1- Decision Making:

Strongly disagree	Disagree	Not sure	I agree	I strongly agree	Phrases	t
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					I rarely tend to consult before I make my decisions.	1-
					I carefully study all the steps before I progress to the next stage of training.	2-
					I have a sharp and discerning mind that enables me to understand the secrets of things and make the right decision for them.	3-
					I work to confirm the validity of my decision and its results with others.	4-
					Think seriously before making any decision on a match or training.	5-
					I think my experience allows me to make the right decision for me.	6-
					I don't argue with others too much in my decisions, but I implement them without hesitation	7-
					My decisions are based on my knowledge and I am assured of their results.	8-

2. Lateral bias

Strongly disagree	Disagree	Not sure	I agree	I strongly agree	Phrases	t
					I have my own intuition that makes me tend to do what I think is right.	9-
					I work on what I think is right and what I used to do before.	10-
					Avoid risking change because it brings unguaranteed results.	11-
					I tend to think closed that I see fit for me and I don't take anyone else's opinion.	12-
					I play my own way even if the coach's instructions are different.	13-
					I practice my training modules individually.	14-
					I always try to have discussions with those I see leaning on the same side.	15-
					I keep my desire during discussion and work.	16-

3. A tendency to look for positive cases

Strongly disagree	Disagree	Not sure	I agree	I strongly agree	Phrases	t
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					Choose the way I feel success is assured.	17-
					I work to make my friendships fit and match my energy.	18-
					The teaching staff in volleyball is a cooperative staff that spreads fun in the units.	19-
					I contribute to making the learning environment a fun and enjoyable environment.	20-
					I love the positive learning environment that makes me feel good.	21-
					Enjoy educational lectures, no matter how difficult they are, only if they are positive.	22-
					I find my keenness and interest increasing in the materials that I find interesting.	23-
					I avoid being absent from my enjoyable lectures.	24-

4. Creating an Impression

Strongly disagree	Disagree	Not sure	I agree	I strongly agree	Phrases	t
					I tend to shine more on my outward personality than it really is.	25-
					I care about the opinion of others a lot and memorize.	26-
					My first impression doesn't change, no matter how different the other's personality is from what I initially thought.	27-
					Take care of the special people on the first encounter because they have made a good impression.	28-
					Having a discussion with people who tend to be on the same side makes me feel like they're good people and educated.	29-
					It is like friendliness for someone whose decisions were similar to mine, no matter how bad his personality was in other aspects.	30-
					Creating an impression is very easy if the person is compatible with what I think or want	31-

					I only make friends with people around whom I have had a good impression.	32
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