

The Mindset of (Abundance -Scarcity) Among Educational Counselors

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Abstract

The current research aims to identify the (abundance-scarcity) mentality among educational counselors. In addition to the (abundance-scarcity) mentality among educational counselors according to gender variables (males and females). To achieve the research objectives, the researchers adopted the Abbas 2019 scale, the (abundance-scarcity) mentality scale, which consists of 32 paragraphs with two alternatives. The first alternative represents the abundance mentality, and the second alternative represents the scarcity mentality. The research was conducted on a sample of (400) male and female guides from the Directorate of Education in Dhi Qar, and this sample size represents (25%) of the community. With (205) male guides at a rate of (51%) and (195) female guides at a rate of (49%) according to the gender variable, the research sample was selected using the proportional stratified random method, then the scale paragraphs were analyzed logically and statistically to calculate their discriminatory ability and validity coefficients, and the researchers verified the apparent validity and construct validity indicators of the scale, and calculated the stability of the (abundance-scarcity) mentality scale using (Kward-Richardson stability coefficient (20) as the stability rate reached (79), and the retest method for each of the (abundance-scarcity) mentality scale, and the stability degree reached (73) for the (abundance-scarcity) mentality scale. To verify the research procedures and results, the researcher used statistical methods. She benefited from the Statistical Package for Social Sciences (SPSS) in the statistical treatments. The researchers reached several conclusions, recommendations and proposals.

Keywords: *Abundance-Scarcity Mentality, Educational Counselors.*

Introduction

Covey argues that the magnitude of challenges and the complexity people face in their personal lives, family relationships, professional lives, and within institutions have drastically and profoundly changed. As change intensifies and challenges grow more complex, it becomes essential to adopt a comprehensive framework of universal principles that remain constant, emphasizing character and human effectiveness. This shift is necessary to advance to higher levels of human genius, meaningful contribution, and motivation—levels demanded by the Abundance Mentality. This concept encapsulates an individual's ability to recognize their own value and clearly communicate the value and potential of others, enabling them to see it for themselves. In contrast, the Scarcity Mentality reflects an inability to fully utilize one's talents, abilities, and potential within available and possible limits (Covey, 2008, p. 32). This mentality is most evident in social and professional contexts. Individuals who adopt a scarcity mindset tend to exhibit a heightened sense of self-centeredness in making social decisions, which reduces their tendency to engage in cooperative or participatory behaviours (Li, Meng, & Cui, 2023, p. 1).

The abundance mentality aims to provide the best opportunities and is based on a firm belief that there are sufficient natural and human resources to achieve dreams. This mentality recognizes that personal success does not necessarily require the failure of others, and that the success of others does not hinder the individual's success and the search for the best. With this mentality, one can distinguish between excellence and mediocrity. Because it gets rid of trivialities and relationships that hinder excellence. (Covey, 2005, p. 271)

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They have a high ability to face life's challenges and accept what they face in them, expressing this in balanced emotional ways. They deal with different situations with clear positivity, focus on solutions more than problems, and are future-oriented in their thoughts, behavior, and different positions (Jassim 2023: 2).

In contrast, for people with a scarcity mindset, it feels like something is being taken away from them when someone else receives special recognition, an unexpected gain, or achieves remarkable success or accomplishment" (Covey, 2020, 250).

People with a scarcity mentality often have difficulty receiving recognition, gifts, power, or gain, even from those who help them achieve. They also have a hard time sharing their success with others, even if those people are their family members, colleagues, or close friends. They feel as if something has been taken away from them when someone else receives special recognition, a financial grant, or achieves outstanding success or achievement.

Although they may verbally express happiness for others' success, their internal feelings often contradict their words. Their sense of self-worth stems from comparing themselves to others, where another person's success may be perceived as their own failure (Covey, 2009, p. 260).

According to Stephen Covey, such individuals can be categorized as narrow-minded or arrogant people who, in reality, do not listen to others because they believe that others have nothing to say that they do not already know. They refuse to consider new perspectives or approaches because they are convinced their way of thinking is the only correct one. Such individuals may resist and reject truths because they do not wish to acknowledge the possibility of an idea or principle, they are unaware of or unfamiliar with.

How does this self-imposed mental siege affect others' ability to engage with these individuals? How does it influence perceptions of their credibility? And how does it impact the willingness to trust them? (Covey & Merrill, 2006, p. 59).

Covey suggests that the mental model of the abundance mindset believes that the world is abundant, full of gifts, advantages, and continuous and successive opportunities, which are sufficient for everyone, allowing for the sharing of possessions, benefits, responsibility, status, profits, and decision-making. This means that wealth and reassurance can be always created, and by highly motivated people, and any time an individual obtains something, it will lead to wealth and well-being for other people (Keeble, 2001, p.76).

An abundance of mindset suggests that there is enough for everyone, and this perspective and approach leads to sharing prestige, appreciation, profits, and decision-making. It means working together, making time for others, and finding true joy in the success of others and the good things that happen in their lives. With an abundance mindset, people share freely and understand that everyone can grow and succeed together, that everyone has something unique to offer to the larger community, and that there is an emphasis on giving to others and improving the whole. (2024.1) An abundance mindset can provide a shift in thinking. "Every person and organization can learn and adopt practices to discover their unique strengths, employ strategies to compensate for shortcomings, and leverage the results of self-discovery to serve others and bring greater prosperity to the world" (Yost et al., 2019, p. 189).

When an individual discovers his or her abundance mindset, he or she can have a significant impact and increase his or her contribution by helping others discover their own abundance mindset. When he or she respects, supports, and creates opportunities for others to find their abundance mindset in all four aspects of their lives—physical, emotional, social, and spiritual—the genius, creativity, passion, talent, and motivation that come from them can flourish. This is the power of the whole-person paradigm, where the individual first discovers himself or herself and then guides and advises others to discover themselves in turn (Hamza 2024: 6).

The current research aims to identify:

The (abundance-scarcity) mentality among educational counselors.

The mentality of (abundance-scarcity) among educational counselors according to the gender variable (males-females). The current research is limited to educational counselors in the Dhi Qar Education Directorate (males and females) for the academic year (2024-2025), and for the mentality variable of (abundance-scarcity)

The theoretical framework of the research:

Abundance Mentality

(2008) Covey The individual's sense of personal worthiness that is revealed at the point of contact (vision, discipline, passion and conscience), leading to the individual's discovery of himself and helping others to discover themselves and increase their effectiveness, which allows for sharing responsibility and status, and creates new options and alternatives, and recognition of unlimited possibilities for positive interactions. This leads to the mental perception that life is full of continuous and successive gifts, advantages and opportunities that face the human being and viewing it as a cooperative, not competitive arena (Covey, 2008, p. 32)

Scarcity Mentality

Covey: (2008) Covey is the belief in the weakness of the individual's eligibility and entitlement to a decent life, which results from laziness in investing the individual's abilities, talents and potential within the available and possible limits, which leads to the mental perception of the scarcity of resources, opportunities and options available in life, and viewing it as a competitive, not cooperative, arena (Covey, 2008, p. 32).

Theoretical Definition

The researcher adopted Covey's (2008) definition of the concept of the (abundance-scarcity) mentality as a theoretical definition, which is the same definition that the owner of the scale (Abbas 2019) adopted in the current research relied on.

Operational Definition

It is the total score that the respondent will obtain after answering the paragraphs of the (abundance-scarcity) mentality scale.

Educational Guide

He is a faculty member qualified to study the educational, health, social, and behavioral problems of his students. By collecting information, whether this information is related to the student or his surrounding environment, for the purpose of enlightening him about his problems and helping him reach the appropriate solution that he accepts for himself. (Ministry of Education, 10, 1988)

The theory of mind (abundance-scarcity) Stephen Covey (2008)

Stephen Covey presented a new conceptual model on human nature – the model of the "whole person" (body, mind, heart, and spirit), emphasizing the necessity of this theory to understand and resolve problems. In order to avoid treating an individual merely as a "thing," one must choose the path to greatness that unleashes their potential and talents. Indeed, everyone can decide whether to live an ordinary life or a life of greatness. Greatness can only be achieved through discovering one's value and supporting others in finding theirs, manifested in expanding the scope of inherent human capabilities such as physical intelligence, mental intelligence, emotional intelligence, and spiritual intelligence, along with their four manifestations: vision, discipline, passion, and conscience. These manifestations represent, at the same time, the highest means of expressing the "Abundance Mentality." It is essential to take a closer look at each of these four manifestations: vision, discipline, passion, and conscience (Covey, 2008, p. 247).

Vision

It is the vision of what is possible for oneself, for others, in ventures, causes, and projects. Vision arises from the mind's ability to combine need with possibility. Perhaps the most important vision one can achieve is the development of self-awareness, a sense of destiny, a sense of mission, and recognition of one's unique role in this world, along with a sense of purpose and value. When people begin to choose their personal vision, they first ask themselves: Does their vision connect with their potential, their capacity, their unique talent? Does it provide them with a sense of calling, a cause worthy of their commitment? Embracing this value requires deep personal reflection, asking profound questions, and envisioning (Covey, 2012, p. 22). When we talk about vision, it is important to understand that it is not just about seeing what is possible – what exists out there – but also about seeing the latent abilities in other people. Vision means more than simply achieving some tasks and performing certain actions. It is about discovering others, elevating their self-confidence, believing in them, and helping them recognize and realize the potential within them (Covey, 2006, p. 115).

Discipline

Discipline is the price of turning a vision into reality. It represents the execution, the practical work, and the sacrifice made to do whatever it takes to achieve the vision. Discipline is the embodiment of willpower. Covey once said, “The first task of a manager is to identify reality. Discipline is knowing and accepting reality. It is the willingness to immerse oneself entirely in it rather than denying it. It is recognizing the hard, hard facts of things as they are.” (Covey, 1999, p. 24)

Covey asserts that without vision and a sense of hope, accepting reality becomes depressing and frustrating, whereas happiness is the ability to prioritize what you ultimately want over what you want now. This personal sacrifice of setting aside immediate happiness for the greater long-term interest is exactly what is meant by discipline. (Covey, 2004, p247)

“Many people see discipline as a prison of freedom, ‘duties kill spontaneity, there is no freedom, you have to do this’, ‘I want to do what I want to do, that is freedom, not duty’. The truth is that the opposite is true, only the disciplined are free, the undisciplined are slaves to their moods, appetites and passions.” (Covey, 1999, p. 24)

Passion

Passion comes from the heart and is manifested in optimism, excitement, emotional connection, and determination to maintain discipline until the vision is achieved. Passion emerges when a person needs to transcend a unique human talent. It is closely linked to the ability to choose, not circumstances. Passionate people believe that the best way to anticipate the future is to create it. In fact, passion becomes a moral imperative, making the person part of the solution, not part of the problem of feeling hopeless and helpless. When a person does not have a flowing passion to find and use his mind to serve his greater purpose, this void is filled with instability. (Covey, 2008, p248)

Conscience

It is the inner sense of what is right and what is wrong, the drive towards meaning and contribution, the guiding force of vision, discipline and passion, and it stands in complete contrast to the life dominated by the ego. There is an innate sense in humans of fairness and justice, an innate sense of right and wrong, of what is nice and what is rude, of what is contribution and what is alienation, of what is beautiful and what is destructive, of what is real and what is false. In fact, culture translates this basic moral sense into different practices, but this translation does not deny that basic sense of right and wrong (Covey 1999, 27). It is the internal guidance system that makes us feel, when we do something or intend to do it, the extent to which this action is in agreement with true principles, and awareness gives us a sense of our own talents, and the mission we are carrying out in life. (Covey 2007: 81)

Covey (2008) then goes on to theorize the abundance-scarcity mentality, explaining that there are six mental representations of human interactions that affect what can be seen, how it is interpreted, and how it is dealt with. Mental representations are road maps and intellectual and cognitive structures that allow individuals to interact with their environment. In particular, mental representations allow people to interpret the world around them, draw inferences, remember relationships between components of the environment, and build expectations of what might happen later to decide what actions to take, as well as to experience events indirectly. These representations are as follows:

- Win / Win

- Lose / Win.

- Lose / Win

- Lose / Lose.

- Win.

Win/Win or No Deal. (Covey 2008, p206)

Second: Previous Studies

Abbas (2019): The mentality of abundance and scarcity and its relationship to the intention to volunteer among university students:

The study aimed to identify the mentality of abundance-scarcity and the intention to volunteer among university students and to compare each of them according to the variables of gender and specialization and to identify the correlation between the mentality of abundance-scarcity and the intention to volunteer. Two scales were constructed for the mentality of abundance-scarcity and the intention to volunteer and applied to a sample of (400) male and female university students. The results of the study showed that the research sample of university students was characterized by the mentality of abundance and the intention to volunteer. There were no statistically significant differences in the mentality of abundance-scarcity or in the intention to volunteer according to the variable of gender and specialization. A statistically significant correlation appeared between the mentality of abundance-scarcity and the intention to volunteer.

Hamza's study (2024).

The mentality of abundance and scarcity and its relationship to the immune personality among graduate students at the University of Karbala

The study aimed to identify the mentality of abundance and scarcity among graduate students and to identify the correlation between the mentality of abundance and scarcity and the immune personality among graduate students. To achieve the objectives of the research, the researcher adopted the Abbas 2019 scale to measure the mentality of abundance and scarcity, consisting of 32 paragraphs with two alternatives, the first alternative represents the mentality of abundance, and the second alternative represents the mentality of scarcity. After investigating the psychometric properties, it was applied to the research sample of 400 male and female students at the University of Karbala. She resorted to statistically analyzing the data using the statistical bag for social sciences and reached a number of results, the most important of which is that 66.25% of graduate students have an abundance mentality, while 33.75% others have a scarcity mentality. There is a direct and statistically significant correlation between the mentality of abundance and the immune personality.

*Research Methodology and Procedures**First: Research Methodology*

It means the method that the researcher must adhere to in his research, as he relies on a set of general rules in order to reach appropriate solutions to the research problem (Alani, 2014: p. 16).

Second: Research Community

The current research community includes educational counselors in schools covered by educational counseling in the General Directorate of Education in Dhi Qar Governorate. Who practice the profession of psychological counseling and educational guidance, and their total number is (1589) male and female counselors. They are distributed according to gender as follows: (814) male counselors, representing (51%), and (775) female counselors, representing (49%), as shown in Table No. (1).

Table No. (1). Research Community of Educational Counselors in Dhi Qar Governorate by Gender

| Section | Total Gender | | Total | % |
|-----------------|--------------|---------|-------|------|
| | Males | Females | | |
| Al-Nasiriyah | 150 | 250 | 400 | %25 |
| Al-Shatra | 262 | 178 | 440 | %28 |
| Al-Jabaish | 24 | 16 | 40 | %3 |
| Souq Al-Shuyukh | 94 | 101 | 195 | %12 |
| Al-Rafai | 284 | 230 | 514 | %32 |
| Total | 814 | 775 | 1589 | %100 |

Third: Research Sample

In order for the researchers to be able to generalize the results of their work on selecting a representative sample of the community, chosen from the educational counselors in the General Directorate of Education in Dhi Qar and from both genders, the sample of the current research was chosen using the proportional stratified random method from the original community to be researched, so that the number of sample members would be (400) male and female counselors. This sample size represents (25%) of the community, with (205) male counselors at a rate of (51%) and (195) female counselors at a rate of (49%) according to the gender variable, and Table No. (2) shows this.

Table No. (2). Basic Research Sample by Gender

| Gender | Total | Percentage % |
|---------------------|-------|--------------|
| Males | 205 | 51% |
| Females | 195 | 49% |
| Total | 400 | 100% |
| Percentage % | | |

Fourth: Search tool: To achieve the objectives of the current research, the researchers adopted the (abundance-scarcity) mentality scale (Abbas 2019). The following is a detailed presentation of the procedures taken by the researchers:

First: The scale of the mentality (abundance - scarcity)

In order to measure the concept of searching for the mentality of abundance and scarcity, the researchers reviewed the studies that addressed this topic. The researcher adopted the Abbas study scale (2019), which is a scale based on the theory of (Stephen Covey 2008), as it is a relatively new scale and has the characteristics of a good scale.

Abundance Mentality is defined as “the sense of personal entitlement that emerges at the point of contact of (vision, discipline, passion, and conscience)”. This leads to the individual’s discovery of himself and helping others to discover themselves and increase their effectiveness, which allows for sharing responsibility and status, creates new options and alternatives, and acknowledges unlimited potential for positive interactions. This leads to the mental perception that life is full of continuous and successive gifts, advantages, and opportunities that a person encounters, and to view it as a cooperative, not competitive, arena” (Covey, 2008, p. 32). (Abbas, 2019: 11).

While Covey defined the scarcity mentality as “the belief in the weakness of the individual’s eligibility and entitlement to a decent life, which results from laziness in investing the individual’s abilities, talents and potential within the available and possible limits, which leads to the mental perception of the scarcity of resources, opportunities and options available in life, and viewing it as a competitive, not cooperative, arena” (Covey, 2008, p. 32). (Abbas 2019: 11).

The scale consists of (32) paragraphs that measure the mentality of abundance and scarcity, distributed over four areas, which are:

The first domain (Vision): The second domain (Discipline): The third domain (Passion): The fourth domain (Conscience):

Psychometric properties of the (abundance-scarcity) mentality scale

First: Validity refers to the test measuring what it was designed for and the ability to measure the phenomenon for which it was designed. It is one of the important means of judging the validity of the scale. The concept of validity includes the aspect that the test measures, and to what extent it can succeed in measuring this aspect. (Al-Ajili 2001: 321)

For this purpose, the researchers verified the validity of the (abundance-scarcity) mentality scale using the indicators of apparent validity and construct validity of the scale, which are as follows:

Apparent Honesty

It refers to the validity of the general appearance of the scale or its external image in terms of the type of paragraphs, how they are formulated, and the extent of the clarity of the paragraphs. (Al-Jalabi, 2005: 92). The apparent validity of the paragraphs is considered necessary, as it depends on the opinions of the arbitrators to estimate the extent to which the paragraph represents the concept that it was prepared to measure, as it appears on the surface. (Al-Kubaisi, 2001: p. 171).

Construction Honesty

It refers to the extent to which the test is able to measure a specific trait or phenomenon and is also called the hypothesis. (Anastasia, 1976:151).

Statistical Procedures for Paragraph Analysis

The two-party method (the two-party balance) and internal consistency (the relationship of the paragraph score to the total score of the test) are appropriate procedures in the process of paragraph analysis. Therefore, the researchers resorted to both methods in analyzing the paragraphs of the (abundance-scarcity) mentality scale, in addition to the confirmatory factorial validity of the (abundance-scarcity) mentality scale.

Discriminating Power

To achieve this, the researcher followed the following steps:

- The researcher applied the (abundance-scarcity) mentality scale (appendix) to a random sample of educational counselors, numbering (400).
- Correcting each form and determining the total score for each.
- Arranging the scores obtained by individuals in descending order (from highest score to lowest score).
- Choosing a cutoff percentage to determine the two extreme groups, and the percentages adopted as a criterion for determining those two groups differ, as Anastasi indicates that the acceptable cutoff percentage ranges between (25%-33%) (Anastasi, 1976, p. 208).

While Eble indicated that the percentage (27%) is the best percentage for determining the two extreme groups, because according to this percentage, a sample with the largest possible size and maximum distinction is obtained (Eble, 1972, p. 261).

Considering this percentage (27%), the number of questionnaires for each group was (108) questionnaires. That is, the number of questionnaires that were subjected to the discrimination procedure was (216) questionnaires. The researchers applied the (Jackson) equation to know the discriminating power of each paragraph of the (abundance-scarcity) mentality scale, since the scale is a two-alternative, and the paragraph that obtains a score of (0.30) or higher is a (distinctive) function according to the (Ebel) criterion (Al-Zubaie et al., 1980, p.) Accordingly, all paragraphs are distinctive, compared to the tabular t-value of (1.96) at the (0.05) level and a degree of freedom of (214), and Table (-3) shows that.

Table (3). Discriminatory Power of the (Abundance-Scarcity) Mentality Scale Using the Two Extreme Samples

| Item No. | Upper Group Response (1) | Lower Group Response (1) | Discriminative Power | Significance |
|----------|--------------------------|--------------------------|----------------------|--------------|
| 1 | 101 | 56 | 0.42 | Significant |
| 2 | 96 | 54 | 0.39 | Significant |
| 3 | 90 | 48 | 0.39 | Significant |
| 4 | 101 | 64 | 0.34 | Significant |
| 5 | 102 | 62 | 0.37 | Significant |
| 6 | 106 | 52 | 0.5 | Significant |
| 7 | 83 | 44 | 0.36 | Significant |
| 8 | 108 | 71 | 0.34 | Significant |
| 9 | 107 | 59 | 0.44 | Significant |
| 10 | 94 | 47 | 0.44 | Significant |
| 11 | 100 | 63 | 0.34 | Significant |
| 12 | 98 | 44 | 0.5 | Significant |
| 13 | 86 | 49 | 0.34 | Significant |
| 14 | 104 | 45 | 0.55 | Significant |
| 15 | 103 | 67 | 0.33 | Significant |
| 16 | 100 | 36 | 0.59 | Significant |
| 17 | 102 | 61 | 0.38 | Significant |
| 18 | 103 | 46 | 0.53 | Significant |
| 19 | 106 | 62 | 0.41 | Significant |
| 20 | 84 | 36 | 0.44 | Significant |
| 21 | 99 | 54 | 0.42 | Significant |
| 22 | 108 | 72 | 0.33 | Significant |
| 23 | 103 | 56 | 0.44 | Significant |
| 24 | 93 | 38 | 0.51 | Significant |
| 25 | 107 | 67 | 0.37 | Significant |
| 26 | 106 | 65 | 0.38 | Significant |
| 27 | 65 | 26 | 0.36 | Significant |
| 28 | 100 | 55 | 0.42 | Significant |
| 29 | 105 | 64 | 0.38 | Significant |
| 30 | 104 | 54 | 0.46 | Significant |
| 31 | 107 | 63 | 0.41 | Significant |
| 32 | 95 | 46 | 0.45 | Significant |

The relationship between the item score and the total score of the scale (item validity)

To achieve this, the validity of the items of the (abundance-scarcity) mentality scale was calculated using the (point-baseline) correlation coefficient between the score of each item and the total score of the scale because the answer to the item is binary (Ferrickson, 1991: 515). When balancing the correlation values

with the tabular correlation coefficient value of (0.098) at the (0.05) level and degree of freedom (398), it became clear that all the correlations are statistically significant, and Table (4) shows this.

Table (4). Validity of the Paragraphs of the (Abundance-Scarcity) Mentality Scale Using the Method of the Relationship Between the Paragraph Score and the Total Score

| Item | Correlation Coefficient | Significance | Item | Correlation Coefficient | Significance | Item | Correlation Coefficient | Significance | Item | Correlation Coefficient | Significance |
|------|-------------------------|--------------|------|-------------------------|--------------|------|-------------------------|--------------|------|-------------------------|--------------|
| 1 | 0.36 | Significant | 9 | 0.39 | Significant | 17 | 0.4 | Significant | 25 | 0.35 | Significant |
| 2 | 0.35 | Significant | 10 | 0.38 | Significant | 18 | 0.49 | Significant | 26 | 0.46 | Significant |
| 3 | 0.31 | Significant | 11 | 0.28 | Significant | 19 | 0.37 | Significant | 27 | 0.21 | Significant |
| 4 | 0.35 | Significant | 12 | 0.39 | Significant | 20 | 0.34 | Significant | 28 | 0.41 | Significant |
| 5 | 0.35 | Significant | 13 | 0.2 | Significant | 21 | 0.32 | Significant | 29 | 0.39 | Significant |
| 6 | 0.49 | Significant | 14 | 0.5 | Significant | 22 | 0.44 | Significant | 30 | 0.39 | Significant |
| 7 | 0.18 | Significant | 15 | 0.29 | Significant | 23 | 0.36 | Significant | 31 | 0.29 | Significant |
| 8 | 0.46 | Significant | 16 | 0.47 | Significant | 24 | 0.4 | Significant | 32 | 0.4 | Significant |

Confirmatory Factor Analysis of the (Abundance-Scarcity) Mentality Scale

After conducting the confirmatory factor analysis of the (abundance-scarcity) mentality scale as in Figure (1) and Table (5), it became clear that all paragraphs saturate the scale domains statistically, because the values of the standard regression weights are all statistically significant according to the values of the (t) test, which are all higher than the tabular (t) value (1.96) at the (0.05) level. What is meant by the standard regression weights is to estimate the value of the significance of the relationship between the paragraph and the domain to which it belongs, and that for this result to be accepted, the value of the (critical ratios) corresponding to it must exceed (1.96) (Al-Barq et al., 2013, p. 143).

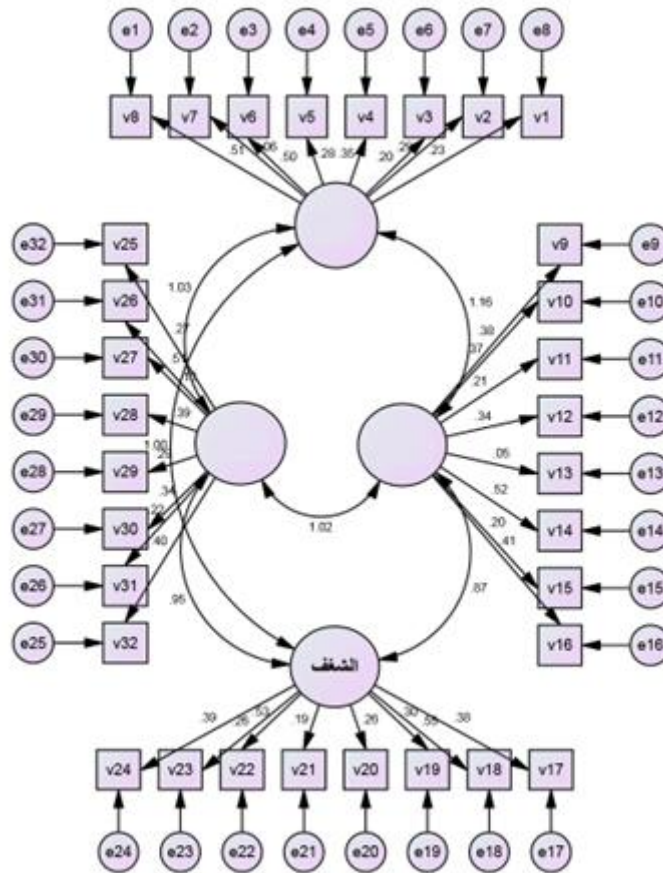


Figure (1). Confirmatory Factor Analysis Diagram for the Abundance-Scarcity Mindset Scale

Table (5). Values of Paragraph Saturations on Their Factors and Values of Critical Ratios for the Significance of Saturations for the (Abundance-Scarcity) Mentality Scale

| Item No. | Scale Sequence | Item | Domain | Estimates | Critical Ratios (C.R.) | Significance at 0.05 Level |
|----------|----------------|------|------------|-----------|------------------------|----------------------------|
| 1 | V8 | | Vision | 0.51 | 7.13 | Significant |
| 2 | V7 | | Vision | 0.22 | 3.54 | Significant |
| 3 | V6 | | Vision | 0.5 | 7.89 | Significant |
| 4 | V5 | | Vision | 0.28 | 4.71 | Significant |
| 5 | V4 | | Vision | 0.36 | 6.14 | Significant |
| 6 | V3 | | Vision | 0.2 | 3.63 | Significant |
| 7 | V2 | | Vision | 0.29 | 5.18 | Significant |
| 8 | V1 | | Vision | 0.23 | 4.02 | Significant |
| 9 | V9 | | Discipline | 0.38 | 6.33 | Significant |

| | | | | | |
|----|-----|------------|------|------|-------------|
| 10 | V10 | Discipline | 0.37 | 5.12 | Significant |
| 11 | V11 | Discipline | 0.21 | 3.51 | Significant |
| 12 | V12 | Discipline | 0.34 | 4.86 | Significant |
| 13 | V13 | Discipline | 0.27 | 4.16 | Significant |
| 14 | V14 | Discipline | 0.52 | 6.18 | Significant |
| 15 | V15 | Discipline | 0.2 | 3.35 | Significant |
| 16 | V16 | Discipline | 0.41 | 5.49 | Significant |
| 17 | V17 | Passion | 0.38 | 6.18 | Significant |
| 18 | V18 | Passion | 0.55 | 5.88 | Significant |
| 19 | V19 | Passion | 0.3 | 4.43 | Significant |
| 20 | V20 | Passion | 0.26 | 3.85 | Significant |
| 21 | V21 | Passion | 0.19 | 3.03 | Significant |
| 22 | V22 | Passion | 0.53 | 5.78 | Significant |
| 23 | V23 | Passion | 0.26 | 3.93 | Significant |
| 24 | V24 | Passion | 0.39 | 5.01 | Significant |
| 25 | V32 | Conscience | 0.4 | 7.17 | Significant |
| 26 | V31 | Conscience | 0.22 | 3.54 | Significant |
| 27 | V30 | Conscience | 0.34 | 4.96 | Significant |
| 28 | V29 | Conscience | 0.29 | 4.38 | Significant |
| 29 | V28 | Conscience | 0.39 | 5.45 | Significant |
| 30 | V27 | Conscience | 0.13 | 2.23 | Significant |
| 31 | V26 | Conscience | 0.51 | 6.29 | Significant |
| 32 | V25 | Conscience | 0.27 | 4.16 | Significant |

To verify the extent to which the (abundance-scarcity) mentality scale can be dealt with as a single total score, or whether each domain in the scale is dealt with as an independent sub-scale, the confirmatory factor analysis provides us with the values of the correlations between the domains of the scale and the values of the corresponding standard regression weights, which indicate the extent of the significance of the relationship between the domains. It has been shown that all of them are statistically significant, as indicated by the values of the (t) test, which are all higher than the tabular (t) value (1.96) at the (0.05) level, which means that we can deal with the (abundance-scarcity) mentality scale as a single total score, and Table (6) shows this:

Table (6). Values of Paragraph Saturations on Their Factors and Values of Critical Ratios for the Significance of Saturations for the (Abundance-Scarcity) Mentality Scale

| Item Number | Domain Pair | Estimates | Critical Ratios (C.R.) | Significance at 0.05 Level |
|-------------|-------------------------|-----------|------------------------|----------------------------|
| 1 | Vision * Discipline | 0.02 | 5.82 | Significant |
| 2 | Vision * Passion | 0.03 | 5.53 | Significant |
| 3 | Vision * Conscience | 0.03 | 5.58 | Significant |
| 4 | Discipline * Passion | 0.01 | 4.64 | Significant |
| 5 | Discipline * Conscience | 0.02 | 4.93 | Significant |
| 6 | Passion * Conscience | 0.03 | 4.81 | Significant |

In addition, the researchers obtained several important qualities of conformity indicators that show the extent of conformity of the theoretical model adopted by the researchers with the sample included in the study. It indicates the extent to which the theoretical model was able to represent the sample data, such that it did not deviate from it much (Tigza, 2012, pp. 229-239).

Table (7). Quality of Fit Indicators: Abundance-Scarcity Mentality Scale

| Indicator | Value of the Indicator | Cut-off |
|-----------|--|---------|
| 1 | Ratio between values of χ^2 and degrees of freedom (df) | 2.03 |
| 2 | Approximate Root Mean Square Error (RMSEA) | 0.05 |
| 3 | Comparative Fit Index (CFI) | 0.85 |
| 4 | Goodness of Fit Index (GFI) | 0.86 |
| 5 | Adjusted Goodness of Fit Index (AGFI) | 0.83 |
| 6 | Brachao Index | 0.92 |

Through (7), it becomes clear that the quality of fit indicators is identical to the critical quality of fit indicators, in which these indicators are shown to be high. Thus, the (abundance-scarcity) mentality scale is considered constructively valid.

Scale Stability

Stability is the internal consistency of the scale and the stability of its results over time. The researchers verified the stability of the scale.

In two ways:

Test – Retest Method

The stability coefficient was calculated in this way by reapplying the scale to the stability sample, which consisted of (40) male and female guides, with a time interval of (14) days from the first application. They were chosen randomly, and the stability rate was (0.75).

Cronbach's Alpha Method

The researchers verified the stability of the (abundance-scarcity) mentality scale using the Kuder-Richardson stability coefficient (20) as the scale is two-alternative, based on the data of the total sample, and Table (8) shows this.

Table (8). The Stability Value of the (Abundance-Scarcity) Mentality Scale Among Educational Counselors

| Method | Sample Size | Number of Items | Reliability Coefficient | Significance Level |
|--|-------------|-----------------|-------------------------|--------------------|
| Analysis of Variance with Cronbach's Alpha | 400 | 32 | 0.79 | 0.05 |
| Test-Retest | 40 | 32 | 0.75 | 0.05 |

The final formula for the abundance-scarcity mentality scale:

The final scale consisted of (32) paragraphs formulated in the form of verbal situations, and each situation had two alternatives, one of which revealed and measured the mentality of abundance and was given two points (2), and the other alternative revealed and measured the mentality of scarcity and was given one point (1). Thus, the respondent's score ranged between (64-32) points, with a hypothetical average of (48). The researchers adopted the hypothetical average as a criterion for distinguishing between the two types of mentality (abundance-scarcity), as those who achieved the hypothetical average or higher from the responding guides were classified as having a mentality of abundance and those below that as having a mentality of scarcity.

Presentation, Interpretation and Discussion of Results

Objective (1): To measure the (abundance-scarcity) mentality among educational counselors.

To achieve this goal, the (abundance-scarcity) mentality scale was applied to the research sample members, numbering (400) male and female guides. The results showed that their average score on the scale was (55.38) degrees, with a standard deviation of (4.97) degrees. When this average was compared with the hypothetical average of the scale, which was (48) degrees, and by using the t-test for one sample, it was found that the difference was (statistically significant) and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value, which was (1.96) with a degree of freedom (399) and a significance level of (0.05). Table (9) illustrates this.

Table (9). T-Test for the Difference Between the Sample Mean and the Hypothetical Mean for the (Abundance-Scarcity) Mentality Scale

| Sample Size | Mean | Standard Deviation | Hypothetical Mean | Calculated t-value | Critical t-value | Degrees of Freedom | Significance Level |
|-------------|-------|--------------------|-------------------|--------------------|------------------|--------------------|--------------------|
| 400 | 55.38 | 4.97 | 48 | 29.68 | 1.96 | 399 | Significant |

The results of Table (9) indicate that the research sample has an abundance mentality.

The results indicate that educational counselors have an abundance mindset, which reflects their ability to invest available resources in a positive and constructive way. The abundance mindset is associated with an individual's focus on giving to others and promoting the values of cooperation and appreciation. This enhances creativity and gives counselors the opportunity to discover their strengths and invest them in improving their personal performance. The abundance mindset helps counselors avoid limited thinking or feeling inadequate, enabling them to see the opportunities and potential available in their environment. This mindset supports effective decision-making that is in the interest of everyone, which enhances their ability to provide psychological support and guidance. In addition, this mindset contributes to achieving an internal balance among counselors and reducing work pressures, making them more able to deal with professional challenges with flexibility and efficiency. (Keeble, 2001, p. 76; Yost et al., 2019, p. 189).

The researchers explain this through their review of the literature, that counselors, through the nature of their work, which requires them to look at students' problems in a positive light and focus on solutions rather than obstacles and difficulties, most counselors may work in school environments that support them, which enhances their belief in the existence of opportunities to achieve success.

In addition, most of the guides receive continuous training through guidance courses to develop their skills. This enhances their ability to see the potential and opportunities in work instead of the difficulties. All of this contributes to strengthening their team mentality.

Objective (2): To identify the significance of the difference in the mentality of (abundance-scarcity) among educational counselors according to the gender variable:

To achieve this goal, the t-test was used for two independent samples to identify the differences in the (abundance-scarcity) mentality among educational counselors according to the gender variable. Table (10) shows this:

Table (10). T-Test for Two Independent Samples to Identify the Differences in the (Abundance-Scarcity) Mentality According to the Gender Variable

| Sample Size | Gender | Count | Mean | Standard Deviation | Calculated t-value | Critical t-value | Significance Level |
|-------------|---------|-------|-------|--------------------|--------------------|------------------|--------------------|
| 400 | Males | 205 | 55.2 | 5.07 | 0.75 | 1.96 | Not Significant |
| 400 | Females | 195 | 55.57 | 4.88 | | | |

Table (10) shows that there is no difference in the (abundance-scarcity) mentality among educational counselors according to the gender variable, because the calculated t-value is less than the tabular t-value of (1.96) at the level of (0.05) and a degree of freedom of (398).

Through the practical reality of the researcher as an educational guide, she attributes this to the fact that regardless of gender, educational guides face similar challenges and guidance tasks in the work environment, and that the nature of their work requires the same capabilities and positive thinking, which reduces the effect of gender as a differential factor. In addition to human nature, the abundance mentality may reflect general human traits such as a sense of self-worth and interaction with others, and that these traits are more closely related to individuals' personal and professional experiences and less affected by gender division.

Conclusions

- Counselors who believe in an abundance mindset see the opportunities available to everyone as sufficient, which enhances cooperation with students and their colleagues. They also demonstrate a greater ability to solve problems in a positive and collaborative manner.
- Counselors who have this mindset focus on building a supportive and inclusive environment for students, which makes them more resilient in dealing with challenges.
- Adopting an abundance mindset is not affected by gender, as both male and female counselors have the same potential to develop this mindset and benefit from it in counseling work.

Recommendations

- Conducting seminars and workshops aimed at enhancing the mentality of abundance among educational counselors.
- Implementing programs to enhance the psychological balance of counselors to maintain this positive mentality.
- Conducting a study like the current study on university students.
- The mentality of abundance-scarcity and its relationship to some variables such as (psychosocial resilience, lifelong learning, psychological crisis management).

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