

Moral conviction of educational counselors

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Abstract

The current research aims to identify the moral conviction of the educational counselors. The current research sample included (400) guides from the Middle Euphrates governorates. The researchers built a measure of moral conviction based on the theory of Skitka (2008). Four areas were identified for the scale, namely (moral motivation, moral feelings, objectivity and global, moral independence. The researchers formulated paragraphs for each dimension. The researchers also conducted a statistical analysis of the paragraphs and verified the psychometric properties of (validity, stability), as the apparent validity was extracted by presenting it to a group of arbitrators and specialists in the field of psychology and psychometry to express their views on the validity of the paragraphs. As for stability, it was extracted in two ways, namely the method of retesting, and the Cronbach method. After verifying the validity of the tools through the indicators of validity and consistency, and applying these tools to the sample of research and then collecting and processing data, the research results showed that the two guides are morally convinced.

Keywords: Moral conviction, ethics, educational counselors.

achieve the other side of integration with this side of the other side of the community and not guaranteed by the other aspects of society (Robert 2006, al. Therefore, the problem of the current research has crystallized by answering the following question:

Do educational counselors have a moral conviction?

The Significance Of The Research:

Moral conviction is an important characteristic of moral thinking and moral decision building, and when it is lost, the individual loses the ability to take into account ethical aspects in his actions and decisions, and Greek philosophers have linked the feeling of happiness and virtue and indicated that happy life must give a prominent place to the exercise of moral virtues, because traits of moral conviction are stable and sustainable and are the result of learning, and the happy individual must have prominent moral traits such as: wisdom, courage, justice, and that moral traits are a distinctive characteristic of human activity, and thus Greek

Research Problem:

Many dilemmas with an ethical dimension in real life require conviction and moral motivation. Before an individual can develop moral judgment, which is an advanced step in responsible moral behavior, he needs to define the ethical dilemma in real life in different contexts, and in a broader concept. Ethics requires more than mere skill in abstract thinking, because emotional and social factors play a vital role in moral behavior. Many schools lack a unique educational guide who is at a high level of moral conviction and sufficient awareness required by the nature of the problems he deals with. Thus, we see that most decisions are irrational and improper, and the educational guide who lacks basic skills in counseling closes the doors to achieve his sensory, emotional, and mental potential and weakens his desire and motivation to enhance his efficiency and potential and limit his self-development, as he is therefore unable to benefit from its failure to achieve its goals, and from the failure to

Place (1984) indicates that individuals may obtain moral self or moral identity through the moral conviction center. Place (1993) suggested that moral identity plays a crucial role in moral action, because individuals strive to find harmony and harmony between their moral convictions and their behaviors. Olson, 1998: 38) This means that the behavior must be in conformity with the justice or integrity of the individual, and that responsibility with these compelling sensations makes the self appear as a source of moral obligation and integrity that emphasizes the idea of moral consistency for safety and integration (Blasi, 1984, 131) .

Research Objectives: The current research aims to identify:

- The moral conviction of educational counselors.

The limits of the research: The current research is determined by the educational guides enrolled in the secondary and primary schools of the general directorates of education in the central Euphrates governorates (Holy Karbala, Najaf Ashraf, Babylon) of both sexes for the academic year (2020-2021).

Term Definition:

Skitka (2008): A personal assessment of an individual's positions, on a particular issue or situation that is linked to fundamental moral beliefs and a fundamental sense of right or wrong (Skitka, 2008: 263).

Chapter Two(Theoretical Aspect)

The theory that explained the concept of moral conviction

Skitka's theory of moral conviction

Ethical conviction is a central concept in all moral philosophies throughout the ages and with different doctrines and philosophical visions, but this concept did not take its true place, from the point of view of psychologists for many reasons, and after the development of psychology research, scientists began to pay more attention to this concept, and (Skitka) is one of the first psychologists who referred to this concept from a psychological point of view and provided a model for the interpretation of the concept of moral conviction, which indicates a strong and absolute belief in something right or

philosophers claim that moral activity complements human life Kant, 1991: 134)).

Ethical conviction is an important component of ethical behavior because it indicates how to do the right behavior and avoid the wrong behavior. Without it, it is difficult to see the ethical issues involved in our daily lives. In order to respond to the situation in a moral way, the individual must be fully convinced and have a high ability to interact with situations in ways that lead to ethical behavior. Howard, 2014: 2)

Moral conviction is as important as Skeetka and her colleagues (Hanson& Wisneski, 2021) &Skitka) see that it changes our nature, increases an individual's perception and understanding of events and makes them clearer about who we are and what traditions we belong to, and helps us achieve a level of clarity, cohesion and expression that represents integrity and insight signatures of the structure of human thinking (Skitka, et al, 2010: 354)

On this basis, moral conviction is an important feature of ethical thinking and ethical decision-making. In his absence, it becomes unlikely that the individual will integrate ethical considerations into his dealings or decisions. Scientists have dealt with research and investigation of the origins and methods of moral conviction and its institutional role in ethical thinking. The study of Damon and Colby (1996) indicated that the essence of ethical principles is not simply the acquisition of new habits or reflective foresight. Rather, it represents the development of the ability to move easily between the two. That ability requires a conscious awareness of the individual's own habits, and requires, more importantly, coherence between the individual's theoretical moral beliefs and the system of emotional and behavioral responses. The ethical reflection links the individual's cognitive world as the habit appears and the exercise of moral conviction to be connected with the individual's moral beliefs (Damon, Colby, 1996 :354).

The implantation of moral conviction in individuals is a necessity of the modern era to preserve it and to advance society.

conviction is not based on one type of behavior (for example feelings) but on different actions according to the social context and the moral stimuli that are activated in that context (Bauman & Skitka, 2009: 144).

Benefits of Moral Conviction:

- 1- The mental health of individuals enhances their psychological stability and raises the level of comfort.
- 2- It helps individuals to distinguish between right and wrong during their social practices, and this works to strengthen the bonds and bonds of the same society.
- 3- It helps individuals to stay away from selfishness and caring for the interests of others, spreading love and peace and staying away from violence and aggression.

Ingredients of moral conviction:

Skitka points out that the moral conviction of individuals varies according to the situations, specifically the moral conviction derives its motivational power from four basic components:

- 1- Objective and universal). Objectivity and universality
- 2- Ethical independence
- 3- Moral motivation.
- 4- Moral feelings (moral emotions).

Chapter Three (Research Methodology and Procedures)

Methodology

The research approach is defined in the method used by the researcher or the scientist in studying his problem in order to reach solutions to it and some results (Issawi and Issawi, 1997: 13), as the researchers chose the descriptive approach in the process of data collection and analysis to suit the subject of the study

Research community .

The current research community is determined by educational counsellors of both sexes (males and females) with different years of service, in schools affiliated with the general directorates of education in the central Euphrates governorates, represented by (Karbala Governorate, Babylon Governorate, Najaf Governorate Ashraf), for the academic

wrong, moral or immoral, and that individuals in all cultures have these beliefs, although the objectives of ethical convictions may be cultural or variable contextual, and for an individual to respond to the situation in a moral way, he must be able to perceive and interpret this situation or event in a way that leads to ethical behavior, and he must be fully convinced of what he is doing, and able to perceive various alternative measures, (Skitka: 1998, 2008).

An ethically sensitive individual relies on many aspects such as personal skills, techniques and components, as the moral individual must first determine the correct moral behavior, and then must ensure this by feeling responsible for carrying out moral behavior. The individual is not motivated to carry out moral behavior as a result of the constant threat to self, but rather because the self is responsible for that. The failure of the individual to carry out moral behavior despite his ability to do so threatens his moral convictions. The essence of ethical principles is not simply the acquisition of new habits, but rather a conscious awareness of the individual's own habits, and requires more importantly coherence between the individual's theoretical moral beliefs and the system of emotional and behavioral responses. The ethical system also contains both visible and prospective regulations, that is, it contains "what to do" and "what not to do", "duty" and "non-duty". These directives control our behavior, our ideas, and our emotions. The motives of ethics come in many forms, some of which are personal (for example, self-resistance, diligence) and others that are beyond personal (for example, do no harm, help), and there are some that are at the group or collective level (for example, social order, social justice). Different social situations and types of relationships in which we find ourselves can have distinctive different stimuli at different times, so the moral person acts differently. From one position to another according to his moral convictions, in fact, these people have a strong conscience and they feel more guilty when they commit wrong behavior, they tend to be overly cooperative in post-character interactions and the moral

year (2020-2021). The total number of educational counsellors in Alma Daris is (1071)¹. The number of males is (635) counsellors, while the number of females is (436) counsellors, distributed to the general directorates of education in the middle Euphrates governorates. Table (1) shows this.

1Statistics were obtained for all schools of the Euphrates Central Governorates Education Directorates (Holy Karbala, Babylon, and Najaf Ashraf) Directorate of Public Education for each governorate/Department of Statistics based on the task facilitation letter provided to the researcher by the Deanship of the Faculty of Graduate Studies/ University of Babylon, Appendix (1).

Table (1) Distribution of members of the research community according to gender variable

No .	Directorate	Number of male and female guides						Total	Pg. Ct.
		Males		Pg. Ct.	Females		Pg. Ct.		
		High school	Elementary school		High school	Elementary school			
1	Educational directory of the holy province of Karbala	125	75	18.67 %	95	60	(14:47)	355	33:14
2	Educational directory of Babylon Governorate	150	65	20:07	85	65	14%	365	34,08 %
3	Najaf al Ashraf Governorate of Educational directory	140	80	20:23	79	52	12:23	351	32.72 %
Total		635		59.29 %	436		40 - 70	1071	

representative of it. The selection of the sample is necessary because it enriches the researcher to study all the units of the original community and its vocabulary, especially in the case of difficulty in studying all those units (Kandilji, 113:1993).

The final application sample was (400) guides and guides by (37%) from the original research community, by (191) guides by (47.7%) and (209) guides by (52%), as shown in Table (2)

Research Sample

After identifying the research community and obtaining the necessary statistics for the current research, it was necessary to choose a sample in order to analyze the vertebrae and extract the characteristics of the metric psycho to build a scale for the current research variable (moral conviction).

The sample is a model that includes part of the units of the original community concerned with research and study and is

Table (2) Final application sample by gender, school and years of service

No.	Directorate	Service	Number of male and female guides				Total	&Ratio
			Males		Females			
			High school	Elementary school	High school	Elementary school		
1	Educational directory of Karbala Governorate	1.10	15	12	11	10	48	36.36%
		11-20	17	12	13	4	46	34.84%
		More than 21	13	5	14	6	38	28.78%

Total			74		58		132	33.
2	Education of Babylon Governorate	1.10	22	17	14	9	62	45.25%
		11-20	15	5	10	8	38	27.73%
		More than 21	16	6	8	7	37	27
Total			81		56		137	34%
3	Najaf Governorate Education	1.10	15	12	11	7	45	34.35%
		11-20	20	14	10	5	49	37.40%
		More than 21	12	9	11	5	37	28.24%
Total			82		49		131	32 (5)
Total			237		163		400	100%

Based on the Likert method, five graded alternatives were placed in front of each of the paragraphs of the scale, which are (always, often, rarely, never), but when correcting the respondent's scores on the scale according to the above sequence, they start with (5, 4, 3, 2, 1) respectively.

The researchers relied on two methods to analyze the paragraphs

f. **The style of the two terminal groups (the discriminatory power of the paragraphs): -**

The concept of the discriminatory power of paragraphs refers to the ability of paragraphs to distinguish between respondents and is one of the most important reference characteristics of the standard, because it indicates the ability of the scale to detect individual differences (Ebel, 1972: 933)

After the application process, all the forms were corrected and the total score of each form was extracted, after which the forms were arranged from the highest to the lowest degree, and a percentage of (27%) was sorted from the upper group and (27%) from the lower group. The number of each group reached (76) forms, thus the number of the upper and lower forms reached (152) forms. After that, the arithmetic mean and the standard deviation of each paragraph of the scale were calculated from the upper and lower groups, and then the T-test (t) was used for two independent

Search widget:

Moral conviction scale

After informing the researcher about previous studies and reviewing the psychological literature that dealt with the subject of moral conviction, the researcher did not find a local or Arab measure to measure moral conviction that suits the sample of the current research (to the extent of the researcher's knowledge), so the researcher built a measure of moral conviction based on the theory (Skitka, 2008).

1- Identify paragraphs and correct the measure of moral conviction

The measure of moral conviction in its initial form consists of (20) positions, which the researchers formulated based on Skitka's theory (2008), and these positions are distributed over four fields, by (5) paragraphs for each of the four fields, and the researchers adopted the Likert method in identifying alternatives, which is one of the scientific methods used in the construction of psychological scales, because of the psychometric specifications that this method enjoys that facilitate the nature of the scale, it is one of the preferred methods because it is characterized by the following: -

- Easy to build and correct.
- Provides a more homogeneous scale.
- Allows for the greatest variation between individuals (Return, 2002: 407-408)

groups. The calculated T-value is an indicator to distinguish each paragraph by comparing it with the tabular value of (1.96) and with a degree of freedom of (150) and a level of significance of (0.05), as shown in Table (3).

samples to test the significance of the differences between the higher and lower group scores on each of the scale paragraphs, because the calculated T-value represents the discriminatory power of the paragraph between the upper and lower

Table (3) The Discriminatory Power of the Moral Conviction Scale Paragraphs Using the Two-Tip Method

No.	Upper and lower	Arithmetic mean	standard deviation	Calculated T	Significance
S1	Upper	2.66	478	9.448	Significant
	Lower	1.83	598		
S2	Upper	2.75	465	10.895	Significant
	lower	1.71	689		
P3	Upper	2.75	436	11.942	Significant
	lower	1.70	633**		
P4	Upper	2.97	161	14.738	Significant
	lower	1.80	674		
P5	Upper	2.95	278	13.200	Significant
	lower	1.72	759		
F6	Upper	2.93	.298	18.055	Significant
	lower	1.43	.660		
F7	Upper	2.99	115	14.846	Significant
	lower	1.76	.709		
F8	Upper	2.63	486	10.747	Significant
	lower	1.66	623		
F9	Upper	2.97	229	9.625	Significant
	lower	1.55	501		
F10	Upper	2.97	161	15.557	Significant
	lower	1.71	689		
F11	Upper	3.00	0.000	15.631	Significant
	lower	1.63	763		
F12	Upper	2.99	115	14.226	Significant
	lower	1.83	700		
F13	Upper	2.43	499	6.767	Significant
	lower	1.78	**685		
F14	Upper	2.79	596	7.718	Significant

	lower	1.92	.779		
F15	Upper	2.64	509	8.512	Significant
	lower	1.76	746		
F16	Upper	2.97	229	11.727	Significant
	lower	1.87	.789		
F17	Upper	2.95	225	15.848	Significant
	lower	1.68	- 657.		
F18	Upper	2.66	.703	10.127	Significant
	lower	1.55	641		
F19	Upper	2.93	.250	12.329	Significant
	lower	1.99	622		
F20	Upper	2.66	579	10.964	Significant
	lower	1.46	756		

of the scale and the degree of the field to which it belongs

After all the forms were corrected and the total score for each form was calculated, the Pearson correlation coefficient was calculated between the degree of each paragraph of the scale and its total score, and the degree of each field with the other areas of the concept, as well as tested by the T-test to indicate the correlation coefficient. All paragraphs achieved a statistically significant correlation at the level of significance (0.01) and as shown in Table (4).

The internal consistency of the measure of moral conviction:

The importance of this method lies in finding the correlation between each paragraph and its field and the total score, as well as the degree of the field with the total degree, which helps in knowing the homogeneity of the paragraphs of the scale and thus determining the attribute to be measured, as proving this correlation is an indicator that this scale is true in what it measures (Urbina, 1997: & Anastasi).

Internal consistency was verified by:

First: The method of the relationship of the degree of poverty to the total degree

Table (4) Values of correlation coefficients between the score of each paragraph and the total score and the field score of the moral conviction scale

SCOPE	PARA.	Its relationship to the field	Test Values Correlation T	Its relationship to the overall degree	Test Values Correlation T
Ethical autonomy	S1	601.	13.470	490	12.170
	S2	541	14.765	390	9.060
	P3	576	16.36	471	12.75
	P4	589**	9.63	533	6.060
	P5	612	15.51	569**	10.498
Moral Motivation	F6	781.	11.36	.546	12.58
	F7	655	13.977	.653	12.635
	F8	707	10.36	440	11.052
	F9	755	13.157	631	10.563
	F10	What's the number?	9.413	**557	6.73
Moral Feelings	F11	.399	12.052,-	393	13.977
	F12	533	9.512	483	11.647
	F13	436	11.070	343	9.940

Objectivity and universality	F14	582	14.679	.463	14.379
	F15	.546	13.057	383	13.170
	F16	405	10.990	285	9.471
	F17	663	8.63	442	8.505
	F18	535	9.21	378	7.871
	F19	454	10.654	291	5.778
	F20	854.	15.881	611	8.074
Significance		**, Correlation is significant at the 0.01 level (2-tailed)**.			

When the correlation coefficients between the scale fields are statistically significant, this indicates that the scale fields are homogeneous and does not require a factor analysis of that scale (O'Rourke et al, 2005: 166)

The Pearson correlation coefficient was calculated between the score of each of the scale fields and the total score of the scale and between the fields together, as shown in Table (5).

Table (5) Values of correlation coefficients between the domains of the scale and the values of the correlation coefficients between the total score for each of the domains and the total score of the moral conviction scale

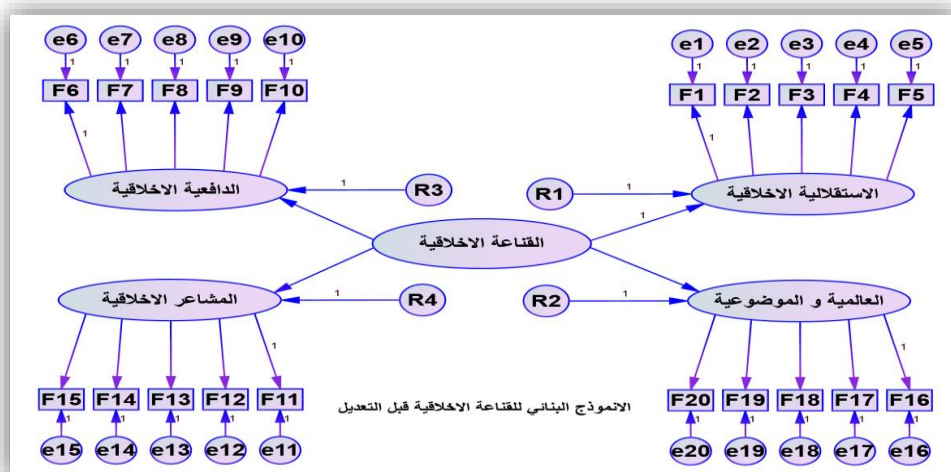
Second: Calculating the correlation coefficients between the total score for each of the areas of ethical conviction and the total score for the scale and the correlation coefficients between the areas. Correlation coefficients between the score of each domain and the overall score of the scale indicate the internal consistency of the paragraphs in this way (Omar et al., 2010: 204).

SCOPE	Ethical autonomy	Moral Motivation	Moral Feelings	Objectivity and universality	Moral Satisfaction
Ethical autonomy	1	.758	.665	.£718	.855
Moral Motivation		1	.516	.678	.836
Moral Feelings			1	.667**	.£867
Objectivity and universality				1	.830.
Moral Satisfaction					1
Significance ** Correlation is significant at the 0.01 level.					

program (Amos) In extracting the results, and in assuming the congruence between the heterogeneity matrix of the paragraphs included in the analysis and the assumed matrix in the model, and Figure (1) shows the theoretical structure of the scale that was designed using the Amos program)).

Factor Analysis Confirmatory:

The researchers relied on building the moral conviction scale on the Skeetka theory, which included the presence of four basic components. The moral conviction variable, so the researchers resorted to the use of confirmatory factor analysis to verify the validity of its assumption based on the statistical



The results showed that there is one paragraph whose transactions did not rise to the acceptable level of statistical significance, as the degree of saturation was less than (0.19) is paragraph (20) affiliated to the component (objective and global), and the model obtained good values for indicators of good conformity after the amendment to the scale through the deletion of paragraph (20), and the factorial analysis was repeated, and the indicators of quality of conformity were extracted themselves as shown in Table (6) and Figure (6).

Figure (5) above shows the structural design of the measure of ethical conviction in the program (Amos), as it shows the components of the subscale and the paragraphs of each component. In order to judge the saturation of the paragraphs on the component to which they belong, the critical percentage (C.R), which indicates the significance of the differences of the effect of the paragraph (the weight of the standard regression and the zero effect), the paragraphs whose saturation is greater than (0.30) are maintained at the level of significance (0.05) Costello & Osborne, 2005:238).

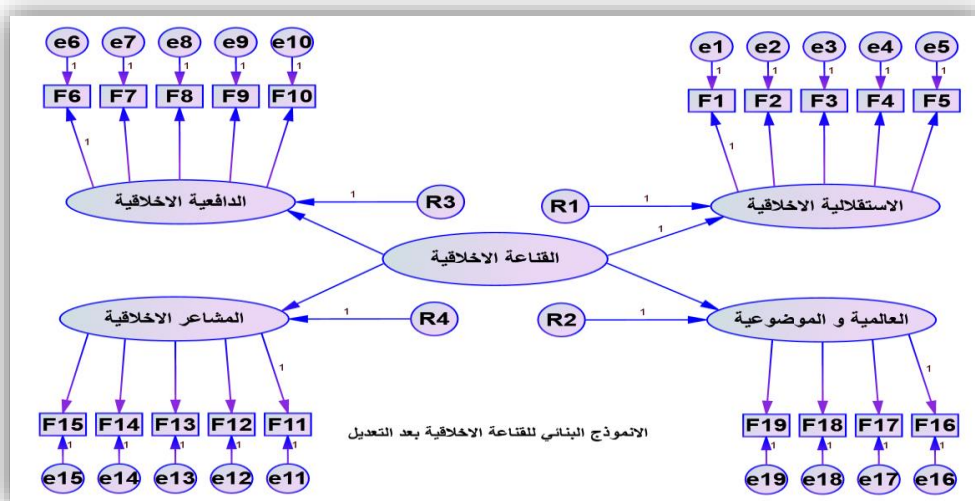


Table (6) Conformity quality indicators for the model before the amendment and after the amendment of the paragraphs

No.	Indicator Name	Indicator Values		Degree of cutting
		Before modification	After the amendments	

1	Ratio between (χ^2) and (dr) values	2.78	2.93	less than 5
2	Square root of mean approach error (RMSEA))	0.06	0.04	Less than (0.08)
3	Comparative Conformity Quality Index (CFI)	0.81	0.88	(0 – 1)
4	Conformity Quality Index (GFI)	0.78	0.83	(0 – 1)
5	Corrected Conformity Quality Index (AGFI)	0.76	0.85	(0 – 1)
6	Taker Lewis Index (TLI)	0.77	0.87	(0 – 1)
7	Standard Conformity Index (NFI)	0.79	0.84	(0 – 1)

Table (6) shows a clear improvement in the indicators of conformity quality after the deletion of the paragraph whose transactions did not rise to the level of acceptance, and table (7) shows the saturations of each paragraph according to the component to which it belongs at the level of significance (0.05).

Table (6) Saturation of the paragraphs of the measure of moral conviction in the field to which they belong

SCOPE	PARA.	Degree of saturation
Moral autonomy	S1	0.681
	S2	0.544
	P3	0.772
	P4	0.867
	P5	0.741
Moral Motivation	F6	0.761
	F7	0.521
	F8	0.714
	F9	0.651
	F10	0.728
Moral Feelings	F11	0.801
	F12	0.592
	F13	0.678
	F14	0.615
	F15	-0.532***
Universality and objectivity	F16	0.705
	F17	0.541
	F18	0.615
	F19	0.514

been taken into account from an amendment to some paragraphs.

Construct Validity The validity of the construction has been verified by the following indicators:

- 1- Calculate the discriminant strength of the scale paragraphs.
- 2- The method of the relationship of the degree of poverty to the total degree of the scale and the degree of the field to which it belongs .

Psycho-metric properties of the measure of moral conviction: -

First: Validity: The validity of the scale was verified through: -

Face validity

This type of validity has been verified by the procedures that have been carried out to verify the validity of the paragraphs of the current scale, its alternatives and its weights, by presenting it to a group of arbitrators specialized in education and psychology, and their observations have

moral conviction scale, the scale shall be in its final form of (31) according to RH distributed over (four areas).

Statistical means:

_Pearson and Cronbach correlation coefficient to calculate stability.

- T-test to find the difference between the hypothetical average and the sample average.

Chapter 4 (Search Results)

Identifying the moral conviction of educational counselors

To identify this goal, the moral conviction scale was applied to the research sample of (400) guides, and it was found that the arithmetic mean of the scores reached (41.81) degrees and with a standard deviation of (4.049) degrees , while the hypothetical average of the scale reached (38) degrees, and in order to identify the significance of the statistical difference between them, the test that is for one sample (One Sample T Test) was used, and it was found that there is a statistically significant difference between them, where the calculated T-value was (18,832), which is greater than the tabular value of (1,96) at the level of significance (0.05) and degree of freedom (399), which indicates that the study sample has a good degree of moral conviction. Table (7) shows this.

- 3- Calculate correlation coefficients between the total score for each area of ethical conviction and the total score for the scale and correlation coefficients between the areas.

- 4- Confirmative Factor Analysis.

Stability: To extract the stability, we used:

(1) Alpha Cronbach coefficient method for internal consistency

Alfa Coefficient Method of Internal Consistency

For the extraction of stability in this way, the Cronbach Alpha coefficient was used to extract the internal consistency of the current scale. The results came after applying the scale to a sample consisting of (40 0) educational guide and the research sample that the Cronbach Alpha coefficient of the moral conviction scale reached (0.85).

1- Test-Retest Method Test-Retest

The researchers randomly selected a sample consisting of (40) guides and guides with (20) guides and (20) guides. After two weeks of the first application of the scale, the researchers reapplied the same scale to the same sample. The Pearson correlation coefficient, which represents the coefficient of stability in this method, was calculated, as it appeared that the values of TH reached (0,80).

The final version of the scale: After extracting the metric properties of the

Table (7) arithmetic mean, standard deviation, and hypothetical mean values (T) moral conviction

Sample	d Liberty	Arithmetic mean	standard deviation	Hypothetical mean	T-value		level Significance
					Calculated	tabular	
400	399	41.81	4.049	38	18,832	1,96	Significant

the theoretical and practical sides, in terms of distinguishing between right and wrong from behaviors, and working according to the convictions generated by this distinction, and that the educational guide does not hesitate to reveal his moral convictions to others, and therefore those convictions in their content are socially acceptable.

By noting the above table, it is clear that the sample of the current research, and they are among the guides and guides in secondary and primary schools, have a moral conviction, and this indicates that the educational guide is still adhering to ethical values and is keen to have a decent appearance and to be the role model and the spiritual father of his learners, as well as having a system of ethical values on the

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Recommendations: To decision-makers in all ministries and education directorates, to work on appointing educational counsellors in all schools, and that the single school is not limited to the presence of only one educational counsellor.

Proposals: Conduct a study to identify the correlation between the dispersion of social responsibility and moral conviction.

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