



**The Role of the Psychological Counselor in
Developing Moral Values of Students in
Secondary Schools**

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Abstract

This study aimed to determine the role of the psychological counselor in developing moral values. In addition, the purpose of this study was to ascertain the reality that psychological counselors possess counseling competence and the level of moral values of students. This study used the descriptive approach, relying on a questionnaire to collect data from members of the study sample. The number of participants was 1,851 teachers who worked in males' secondary schools in the Asir region during the second semester of the 2023 academic year. The research also relied on mean scores, standard deviations, one-way analysis of variance, and linear regression to analyze the data. The results revealed that the counseling competence of the psychological counselors and the level of moral values of the students were high. In addition, there are no statistically significant differences between the mean scores of the teachers' point of view towards achieving the counseling competencies of psychological counselors and the level of moral values demonstrated by the students, which is attributed to the variables of years of experience and the educational level of the teachers. The results also showed that the counseling competence of psychological counselors affected the level of moral values among students..

Keywords: Psychological Counselor, Moral Values, Secondary Schools.



دور المرشد النفسي في تنمية القيم الأخلاقية لدى طلاب المدارس الثانوية

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الملخص:

هدفت هذه الدراسة إلى التعرف على دور المرشد النفسي في تنمية القيم الأخلاقية. والتعرف على واقع امتلاك المرشدين النفسيين الكفاءة الإرشادية ومستوى القيم الأخلاقية لدى الطلاب. استخدمت هذه الدراسة المنهج الوصفي، حيث اعتمدت على الاستبانة لجمع البيانات من أفراد عينة الدراسة. وبلغ عدد المشاركين 1851 معلماً ومعلمة يعملون في المدارس الثانوية للبنين بمنطقة عسير خلال الفصل الدراسي الثاني من العام الدراسي 2023. كما اعتمد البحث على المتوسطات الحسابية، والانحرافات المعيارية، وتحليل التباين الأحادي، والانحدار الخطي لتحليل البيانات. وأظهرت النتائج أن الكفاءة الإرشادية للمرشدين النفسيين ومستوى القيم الأخلاقية لدى الطلاب كان مرتفعاً. بالإضافة إلى عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات وجهة نظر المعلمين نحو تحقيق الكفايات الإرشادية للمرشدين النفسيين ومستوى القيم الأخلاقية لدى الطلاب تعزى لمتغيري سنوات الخبرة والخبرة. المستوى التعليمي للمعلمين. كما أظهرت النتائج أن الكفاءة الإرشادية للمرشدين النفسيين أثرت على مستوى القيم الأخلاقية لدى الطلاب.

الكلمات المفتاحية: المرشد النفسي، القيم الأخلاقية، المدارس ثانوية.

Introduction

The system of values is a fundamental pillar that ensures the survival and continuity of nations and societies. According to Pratiwi (2019), a group can effectively navigate challenges to its survival, moral fabric, and social unity if its constituents possess a comprehensive comprehension of the significance of values and their impact on attitudes and interactions. Values have evolved through time into a framework that influences people's decisions and choices and provides a standard against which their actions may be judged (Khathi et al., 2021). Moral values encompass all societal values because they regulate the behaviour of its members, promote their cohesion, achieve society's ultimate goal, and permeate all areas of legislation, whether it be political, economic, or social legislation, family planning, or the interaction between individuals (Liscio et al., 2022).

As a result of the violent shocks to which societies have been subjected, which imperil their moral structure, there have been demands for vigilance to pay attention to the system of moral values and to reshape it for the contemporary man. Many observers feared the decline of everything that gives our work and lives significance (Nishanbayeva et al., 2021). They attributed this decline to globalization's prosperity, which restricts its focus to technical development. Therefore, it appears to be immersed in materialism devoid of any spirit, unable to direct our actions, and evaluating values with no weight; consequently, one of the most important objectives of education is to better human behaviour in the direction of achieving moral values (Azimovna, 2020).

Education, in its most fundamental form, is either an explicit or an implicit value process. The educational institution is one that actively endeavours to cultivate moral, psychological, social, intellectual, and behavioural values due to its history, current state, functions, and embeddedness within a particular cultural framework (Abdu-Raheem, 2018). The modern educational system acknowledges the value of psychological counseling and incorporates it as an essential component, as opposed to a discrete feature (Toshturdiyevna, 2022).

The responsibility of guidance and psychological counseling in the school is a collective responsibility shared by the psychological counselor, the school principal, instructors, and the student's parents (Kim, et al., 2021). However, the psychological counsellor is the



backbone of the counselling process and is primarily responsible for the implementation of guidance and counselling services, the most important of which is an interest in teaching behavioural standards and fostering the development of moral values in all facets of the educational process (Georgoulas, 2019). This important role of the psychological counsellor in developing moral values is confirmed when talking about education at the secondary stage. Dealing with the teenager who reaches the highest degree of preoccupation with moral values and thinking about standards and ideals (Wahid et al., 2018).

The negative behaviours that certain school pupils exhibit may be a result of a significant disconnect between our educational system and society at large, as seen by the lack of emphasis on moral education and the parent's preoccupation with other matters that prevent them from providing proper care for their children (Chukwuma, 2022). This resulted in the emergence of a genuine issue facing our society, namely the overall low moral standard among the many generations and the poor interest in propagating good morals (Tibo & Tobing, 2022).

Some studies have shown that secondary schools witness problems and negative behavioural patterns that may hinder the educational process of students at this stage toward achieving their goals (Chukwuma, 2022; Tibo & Tobing, 2022). One possible explanation for this phenomenon can be attributed to the influenced of the moral principles to which secondary school students in Saudi Arabia adhere to technological openness and globalization. Therefore, these studies recommended the need to pay attention to the moral values of secondary school students. Many educators, thinkers, politicians, and leaders have discussed the existence of a "crisis of ethics" and the role of the school and various educational systems in finding solutions to this issue as a result of the proliferation of behavioural patterns that are incompatible with moral values (Al-Badi, 2020). They virtually all concur on the significance of the part that schools may play in moral instruction.

Several studies conducted in the field of psychological counseling have provided evidence that certain psychological counselors exhibit deficiencies in their abilities, capabilities, and application of counseling skills (Liscio et al., 2022; Chukwuma, 2022). These deficiencies may arise due to their limited experience in the

profession or their failure to participate in courses and training that facilitate the acquisition of these skills in a professional manner. Additionally, the absence of prior training programs may contribute to these shortcomings (Tibo & Tobing, 2022). This study holds significant importance as it explores the counseling skills of psychological counselors, within the confines of the researcher's knowledge. The findings of this study have the potential to yield substantial benefits for psychological counselors, as well as the broader community. Furthermore, this research may serve as a catalyst for future investigations into related topics and issues by other researchers.

Among the most important inputs of the educational process that are relied upon in developing moral values in the school are the guidance and psychological counselling programs in which the psychological counsellor is the main axis in which the first person assigned to implement the guidance and counselling programs and its developmental, preventive and curative services. Some studies suggested that psychological counsellors should focus on developmental aspects and roles in addition to providing therapeutic services because of the significance of the psychological counsellor's role in forming moral values. In light of the aforementioned, this study seeks to identify the role of the psychological counsellor in developing moral values among secondary school students from the point of view of teachers in the Asir region in the Kingdom of Saudi Arabia.

Research Questions

The following are the questions that the current study aimed to answer:

1. What is the perspective of teachers in the Asir region regarding the reality counselling competencies of psychological counsellors?
2. What is the level of moral values of students from the point of view of teachers in the Asir region?
3. Are there statistically significant differences in the viewpoint of teachers in Asir region regarding the reality of the counseling competencies of psychological counselors and the level of moral values among students attributed to the variables of educational level and years of experience?
4. To what extent is there a relationship between the counselling competencies of psychological counsellors and the moral



values of students from the point of view of teachers in the Asir region?

Literature Review

Counselling is affiliated with applied psychology and falls broadly into a group of disciplines that aim to help people in facing life problems and situations. One of the most crucial services that a contemporary school offer is psychological counselling (Pinto, 2019). Its purpose is to help students find their psychological, social, academic, and professional compatibility and bring them to their full potential. In order to achieve the goals of orientation and counselling, counselling serves as the central process within guiding operations and its associated services (Pinto & Martins, 2017). The interactive connection that develops between the psychological counsellor and the educational counsellor is of paramount importance.

Psychological counselling initially encompassed three primary movements: educational orientation, vocational assistance, and mental health and adaptability. These movements have been evolving since the 1930s when they first began to distinguish between occupational and educational counseling (Gencoglu et al., 2019). The first psychiatric clinic opened in Pennsylvania, USA, in 1896, marking the beginning of the educational guiding movement. It also had a strong emphasis on career counselling, and that clinic served as the foundation for several mental facilities that eventually expanded across the country (Pinto & Martins, 2017).

The framework of professional practice within the field of psychological counseling serves to delineate the specific abilities and experiences that define the role of a psychological counselor. It also signifies the pragmatic dimension of the counselor's practical activities inside their professional role (Pratiwi, 2019). Psychological counseling encompasses a variety of methods and techniques employed by counselors in their practice. These methods are utilized in both individual and group counseling settings, as well as in the realm of guidance. Therefore, it is imperative for counselors to possess a comprehensive understanding of the skills and techniques associated with each method, including those applicable to the overall counseling process, as well as individual and group interviews specifically (Khathi et al., 2021).

The success of a psychological counselor's practice may be compromised if they possess the requisite theoretical knowledge but lack the practical abilities to effectively apply this knowledge for the benefit of their clients (Nishanbayeva et al., 2021). This is attributed to his lack of intrinsic motivation for acquiring knowledge, as his primary objective is to utilize it for the benefit of his clients. The evaluation of his professional competence by society is contingent upon his actions and achievements, rather than his knowledge or intentions (Abdu-Raheem, 2018). Consequently, while knowledge holds significance, it alone is inadequate in attaining the desired impact and efficacy in practical endeavors. It necessitates supplementation with applied and technical skills (Toshturdiyevna, 2022).

Similarly, a psychological counselor lacking the foundational knowledge upon which their practice skills are based may lack the competence and expertise required to effectively execute certain procedures in specific contexts (Kim, et al., 2021). Consequently, they would not be adequately qualified or prepared to fulfill their professional responsibilities in light of the ongoing evolution and advancement of society, as well as the continual expansion of knowledge. The relationship between humans and their surrounding environment, as well as the emergence of novel circumstances demanding unfamiliar reactions, pose challenges for individuals in effectively addressing a wide range of issues that necessitate their professional expertise within a rapidly changing and growing global context (Wahid et al., 2018). This implies that skill alone is inadequate for achieving successful practice; rather, it must be complemented by knowledge. Hence, the counseling process necessitates the involvement of a seasoned counselor who aligns their practice with a harmonious integration of knowledge, values, and skills. This entails a comprehensive comprehension of the theories encompassed within this knowledge, as well as the acquisition of proficiency in the appropriate application of counseling methods. Additionally, it necessitates the counselor's proactive pursuit of identifying the means and tools that facilitate the enhancement of their knowledge and skills, ultimately enabling them to fulfill their professional responsibilities to the utmost degree of excellence (Chukwuma, 2022).

The role of a psychologist counselor involves providing assistance to individuals or groups in resolving a range of psychological, behavioral, social, educational, and moral challenges



(Tibo & Tobing, 2022). The current societal, economic, and cultural transformations in Arab societies have given rise to a range of psychological and social challenges. Consequently, there is a growing need for individuals who possess specialized knowledge in psychological counseling to assist those facing such issues (Gencoglu et al., 2019). These professionals play a crucial role in supporting individuals in effectively addressing and overcoming their problems. The individual's possession of information, experience, talent, and personal traits renders him qualified to fulfill this function (Pinto & Martins, 2017).

Achieving success in any occupation necessitates the possession of a distinct array of talents and skills, which may differ across psychological counselors and are obtained through scholarly pursuits, specialized academic credentials, and other training initiatives (Toporek, 2018). Competence refers to the counselor's possession of a range of cognitive, interpersonal, and affective attributes that facilitate the provision of services to individuals (Zouch, 2020). Competence can be understood as a multifaceted aptitude, including skills, behavioral patterns, and knowledge, which manifests in the actions of the one acquiring it. This competence is developed through a well-defined and precise understanding of the intended learning objectives. Competencies manifest in an individual's conduct as abilities that are demonstrated through their performance (Burkard et al., 2020). The competencies encompassed in this context comprise the capacity to effectively develop and implement a counseling program to attain its intended goals, adeptly managing counseling computers, establishing robust professional relationships and fostering mutual trust between the counselor and the counselee, facilitating accurate goal expression and definition for the counselee, and comprehending social behavior and moral values to make informed decisions. and get advantages from prior experiences (DeBlaere et al., 2019).

Karaman et al. (2021) emphasized the significance of the guide possessing a repertoire of competencies that facilitate optimal job performance. These competencies encompass attentive listening and informative communication, adaptability in contextual shifts, fostering optimism and encouragement, and the ability to identify alternative approaches.

The vocational guidance movement originated in the United States at the end of the twentieth century. The psychometrics movement has influenced counselling and given it a scientific character in research and practice. It is important to note that this movement began at the same time as experimental psychology (Zouch, 2020). It emerged at the end of the nineteenth century and was initially concerned with measuring mental abilities and intelligence. Later, it expanded to include all aspects of personality, and counselling practices relating to the requirements for attaining mental health arose (Burkard et al., 2020). Consequently, psychological counselling became concerned with mental health in general, both normal and atypical, regardless of the individual's developmental stage or professional field. Counselling has increased interest in comprehending the individual as a person living in a society that is constantly changing and evolving (Scheel et al., 2018). Therefore, it is a goal to achieve compatibility and adaptation with this change and development, whether in the field of family, work, or study; and since man is in constant interaction with his environment, counselling is concerned with achieving mental health through continued adaptation (Burnes et al., 2017).

Every professional field is built upon a foundation of fundamental ideas and assumptions that serve as the basis for its methodologies and practices. The service approach, methods, and techniques are expected to align with the foundations and assumptions, as outlined by DeBlaere et al. (2019), in order to effectively accomplish the goals and objectives of the service within the professional-beneficiary relationship. Psychological counseling, as a specialized profession, is grounded in a collection of overarching principles and underlying assumptions. These principles and assumptions encompass many philosophical, psychological, and socio-pedagogical viewpoints (Karaman et al., 2021). Psychological counselling is predicated on the premise that human behaviour can be altered; this is accomplished through three methods (Anyi, 2017; Furner, 2017; Burkard et al., 2020):

- **Developmental Approach:** This approach seeks to achieve an increase in individual efficiency and to strengthen compatibility to the maximum extent possible.
- **Preventive approach:** This strategy aims to safeguard individuals from the development of psychological difficulties and disorders.



- **Therapeutic approach:** Some problems and disorders may be difficult to predict, so they occur. This approach needs more specialized specialization in therapeutic counselling when compared to the developmental and preventive approaches, which are the most expensive of the three approaches in time, effort, and money.

In general, the goals of guidance and counselling include Self-realization, compatibility, mental health, and improving the educational process. Without a doubt, the primary objective of guidance and counselling is to facilitate the individual's self-actualization. Self-actualization, according to Carl Rogers, is the fundamental motivation that directs an individual's behaviour. It also seeks to foster a healthy self-concept (Pinto, 2019). In addition, one of the most important objectives of guidance and counselling is to accomplish harmony, that is, to deal with behaviour, the environment, nature, and the social situation through change and modification so that there is a balance between the individual and his environment (Gencoglu et al., 2019). This equilibrium involves satisfying both individual and environmental demands. One of the most crucial aspects of achieving compatibility is achieving personal compatibility, achieving educational compatibility, achieving professional compatibility, and achieving social compatibility (Zouch, 2020). Individual mental health, pleasure, and contentment are the overarching and all-encompassing objectives of psychological guidance and counselling. Since mental health and psychological compatibility are not synonymous, attaining mental health as a goal is distinguished from achieving harmony as a goal in this section (Burkard et al., 2020). An individual may be compatible with certain conditions and situations, but he may be psychologically correct because he copes with the environment externally but denies it internally. The educational process must be improved based on achieving a healthy psychological environment that includes respect for the student as an individual in himself and as a member of the class and society group, as well as achieving freedom, security, and comfort, which allows for personal growth in all its aspects and facilitates the educational process (Karaman et al., 2021).

Moral values are a set of beliefs, customs, traditions, convictions, teachings, manners, moral guidelines, and emotional mental judgments that guide us toward our desires and attitudes. They are also a set of guidelines, standards, cognitive perceptions, and behaviour that a person chooses and acquires after considering and reflecting on what governs human actions and how to direct his behaviour (Chukwuma, 2022). Values have a significant role in determining what is and is not desirable. Instincts, an individual's personality, divine religions, the family, home education, school teachings, teachers, study materials, and salvation are some of the sources of moral values (Tibo, & Tobing, 2022). Other sources include friends in the immediate environment, whether in the internal environment with the society in which he lives or in the external environment, and the media (Al-Badi, 2020).

Morals were described as a group of intrinsic or learned attributes in the human spirit that, independent of a person's sect or religion, have an impact on how they behave (Pratiwi, 2019). In their broadest meaning, moral values are one of the types of values. As a result, the researchers provided definitions for them that set them apart from the other categories of values (Khathi et al., 2021). Where it is defined as the pattern of preferred standards for actions that are encouraged by law and custom, which education can transfer and develop through socialization and interaction in educational situations, and which embody direct and indirect verbal and kinetic practices that can be referred to as practices in which good manners emerge (Liscio et al., 2022). Moral values are defined as normative psychological rules that an individual adopts and displays by the customs of his upbringing and social normalization in the milieu in which he lives, making these rules visible through his verbal, emotional, and behavioural activity (Nishanbayeva et al., 2021).

Understanding the nature of moral values is made easier by recognizing their sources. These sources include assiduity, tradition, and consensus (Azimovna et al., 2020). This sets it apart from other values and enables it to be committed to and applied since it is consistent with human instinct, realistic, and applicable in all contexts. The following is a summary of these sources (Azimovna et al., 2020; Nishanbayeva et al., 2021; Liscio et al., 2022):

- Diligence: Scholars have defined diligence as exerting effort in eliciting appropriate behaviour based on what society considers the evidence. The diligence of educational thinkers is a



significant source, and the educational field contains norms and concepts that comprise a vast intellectual history that merits contemplation, analysis, and research.

- Consensus: defined in the terminology of educators as the agreement of all diligent scholars in an era of eras on a specific behaviour in an incident.
- Tradition: is what the society is accustomed to and the people follow in terms of saying, doing, or leaving. Tradition can be considered one of the sources of values in society, especially the correct tradition, not the wrong tradition. It is required that it not be contrary to the text, that it be a valid custom that is common among its people, known to them, and enforced by them, and that those who work according to it are in the majority.

Nobody disputes the significance of ethics in every aspect of existence. Good morals are without a doubt among the factors that contribute to the development and stability of societies, while poor morals are among the leading causes of their disintegration and collapse (Chowdhury, 2018). Virtuous morals represent - in the individuals of nations and peoples - the firm pillars on which social bonds are held, if these pillars are absent in individuals, social ties will not find a place to be held. The disintegration of every virtuous character results in the severing of a social relationship, and the disintegration of all of them disintegrate all moral pillars in individuals (Abdu-Raheem, 2018). Consequently, all social connections are severed, and society is referred to as disintegrated and dissolved (Toshturdiyevna, 2022).

Moral values are one of the most essential aspects of the teaching profession, as they must exist for it to be considered a profession. Today, we are in urgent need of a return to moral values to control the motives of men of science, guide and direct their behaviour in the various modalities of practical life, and direct their behaviour in the scientific community. Science is fully refreshed insofar as it is moral (Chukwuma, 2022). The introduction of moral values into the teaching profession will increase knowledge and productivity. It can be said that combining ethics and technology will provide a greater benefit, particularly if we exclude technologies that are deleterious to the human environment (Tibo, & Tobing, 2022). Therefore, it is

necessary to establish an educational system based on proven ethical principles, considering that the educational system is the crucible that moulds generations and adapts them to their goals and that the learner is characterized by moral virtue (Al-Badi, 2020).

Scholars and intellectuals in the field of education have been concerned with the issue of learner morals due to its impact on the educational process. Education academics have emphasized the need for the learner to have access to a variety of moral values for the educational process to be carried out to its greatest extent (Pratiwi, 2019). The learner is an integral part of the educational process, as he is its primary objective, and he must possess a set of moral values that lead to his righteousness (Liscio et al., 2022). If the education scholars have urged the teacher to treat the students as his children, they have also urged the student to submit to his teacher in all matters, not to deviate from his opinion and plans, to look into his hands with humility and stillness, and to improve his speech as much as possible (Toshturdiyevna, 2022).

If the student upholds moral values, the educational process will be sound and untarnished by chaos or imbalance. The learner will then be blessed with the sciences, knowledge, and educational guidance he gets, and the teacher will be able to fully carry out his duties (Pratiwi, 2019). Nishanbayeva et al. (2021) categorized the moral values of the student into four domains that are:

1. Student-teacher relationship.
2. The student's relationship with his classmates.
3. The student's relationship with the school administration and administrative staff in the school.

Based on what has been stated, it is evident that the researchers agree on the set of ethical values outlined above, and that these values are all virtuous moral ones drawn from the system of moral values generated by society. There is no distinction between the two in that the learner must internalize the qualities of honesty, trustworthiness, patience, humility, selflessness, forgiveness, and piety.



Previous Studies

Al-Samadi (2016) analyzed the relationship between the availability of counselling competencies among counsellors and their job performance from the perspective of Jordanian school principals in light of several variables. The research sample comprised eighty Amman First Education school principals. The researchers also devised the two study instruments, which were applied to the study sample: the indicative competencies questionnaire and the job performance questionnaire. The results indicated that there were statistically significant differences in the perspectives of school principals regarding the relationship between counsellors' counselling competencies and their job performance. There were statistically significant differences in school principals' opinions of the association between the degree of counsellors' counselling competence and their work performance due to the educational qualification , and gender variables.

Zamel (2017) Identified the assessments of government school principals regarding the methods used by primary-level teachers to promote moral values among their pupils, as well as means to activate these methods among teachers of the lower basic level. The researcher used the descriptive approach and a questionnaire, which included 30 items distributed to 50 male and female principals. The results showed that the level of moral values among primary-level pupils was high. Also, the results revealed statistically significant differences based on the variables of specialization, years of experience, and training courses, as well as minor differences based on gender and academic qualification.

Al-Badi (2020) examined the instructors' perceptions of the school's impact on students' moral development in the schools of Kasbah Al-Mafraq. Using a descriptive method, a questionnaire was crafted with three sections (School administration, Educational guide, Activities, and celebrations) and administered to a study sample of (150) educators in Kasabat AL Mafraq's educational institutions. Teachers in Kasbah Al-Mafraq schools were found to place a moderate amount of importance on their institutions' roles in shaping their pupils' moral character. There were also no statistically significant differences between male and female teachers' ratings of the school's

effectiveness in instilling moral principles in their students across all three levels of analysis (teacher, principal, and school counsellor).

Boubou (2021) identified the role of the psychological counsellor in promoting social values among secondary education students and identified the differences between secondary education students regarding the extent to which the psychological counsellor promotes social values according to the two variables of gender (male-female) and academic branch (literary branch-scientific branch). The study's sample consisted of (114) second-year secondary school pupils from both the scientific and literary disciplines. The most important results of the study are the sample members' assertion that the psychological counselor plays his role in promoting the social values specified in the study instrument, and that the following social values are promoted by the psychological counselor: love, patriotism, humility, discipline, parental righteousness, courtesy, generosity, sympathy, goodness Justice, sincerity, equality, and kindness. The study suggests researching the function of the social counsellor in promoting social values among elementary school students.

Methodology

This research employed a combination of quantitative methodology and descriptive analysis to provide a thorough, precise, and methodical portrayal of the demographics and additional information pertaining to the group being examined. According to Saunders et al. (2016), the primary objective of descriptive quantitative research is to effectively characterise or provide a comprehensive description of the various elements pertaining to the subject or situation being investigated. The data is analysed and the corresponding findings are presented.

Population and Sample

The study population included 1851 male teachers employed in secondary schools within the Asir region during the second semester of the academic year 2023. In order to achieve a maximise the amount of information obtained from respondents, and minimise bias in the results, the primary objective was to survey the entire population of male teachers (Blumberg et al., 2014). Consequently, the survey was distributed to each teacher via electronic means. A total of 370 questionnaires were retrieved. 21 of the 370 surveys were removed from the research because they had more than 50% of the questions



unanswered (Hair et al., 2010). 349 trustworthy questionnaires were produced as a consequence of the analysis.

Research Instrument

The researcher used a variety of prior studies, such as those by Al-Badi (2020) and Boubou (2021), to inform the creation of the research instrument, a questionnaire, which helped to achieve the objectives of the study. These investigations served as the foundation for the three sections of the questionnaire and the general design of the items. The first section's goal is to compile individual data on the study sample, such as the number of years of teaching experience and educational background. The second segment includes 18 items that aim to evaluate the extent to which psychological counsellors possess counselling competence. The third segment is to determine the level of moral values of students with 15 items. The Likert Scale, which has a maximum of five points and a range of "1" to "5" was employed.

Instrument Validity

The researcher presented the instrument to 10 Saudi university specialists with a doctorate in psychological counselling. This was done to ensure the scientific veracity, phrasing, and clarity of the language. In light of the recommendations made by these specialists, the number of questions about the psychological counselors' actual counseling competence was reduced to 15 and the number of questions about the students' moral values was reduced to 14. The assessment of the questionnaire's content validity was conducted by examining the correlation between every item and its respective dimension, employing the Pearson Coefficient of Correlation. With a significance level of $\alpha \leq 0.05$, the relationships are displayed in Table 1.

Table 1:
Pearson correlation coefficients

Dimension Item	Counselling competencies		Moral values of students	
	Correlation coefficient	Level of significance**	Correlation coefficient	Level of significance**
1	0.616	0.000	0.658	0.000
2	0.614	0.000	0.622	0.000
3	0.608	0.000	0.609	0.000
4	0.671	0.000	0.566	0.000
5	0.769	0.000	0.715	0.000
6	0.686	0.000	0.451	0.000
7	0.581	0.000	0.537	0.000
8	0.596	0.000	0.543	0.000
9	0.605	0.000	0.630	0.000
10	0.713	0.000	0.526	0.000
11	0.704	0.000	0.635	0.000
12	0.689	0.000	0.624	0.000
13	0.678	0.000	0.589	0.000
14	0.752	0.000	0.518	0.000
15	0.715	0.000		

The table presented above displays the Pearson correlation coefficient results for the relationship between paragraphs and their respective domains. Upon examining the correlation coefficients and levels of significance, it becomes evident that there exists a statistically significant relationship at a significance level of $\alpha \geq 0.05$ between the paragraphs and their corresponding domains. Furthermore, the level of significance for each paragraph is below 0.05, indicating that the study items possess constructive validity.

Instrument Reliability

Testing the consistency of results using the same sample and the same instrument while maintaining all other variables is one way to determine the reliability of measurement. Cronbach's alpha was used to measure the reliability of the respondents' responses. Bryman and Bell (2011) and Saunders et al. (2016) state that if a survey



receives a score of 60% or above, it may be assumed that respondents' answers can be trusted.

Table 2:

Cronbach Alpha Test

Variables	Value
The reality of psychological counsellors possessing counselling competencies	0.788
The level of moral values of students	0.877

Measurements in this study had high levels of internal consistency and were determined to be within the range (0.788-0.877), as indicated in Table 1. Cronbach's alpha scores for every section of the questionnaire are above .60, thus we may be confident in their reliability. All the pieces of the research tool are consistent with one another.

Data Analysis

The researcher utilized the mean scores, standard deviations, and linear regression provided by the SPSS software to achieve the study's objectives. Following is an explanation of the results, which were determined by the methods used to characterize them. The item's mean score is less than or equal to 2.33; the item's grade is low. The range of the item's mean score is between 2.34 and 3.66; the item's grade is moderate. The item's mean score is greater than or equal to (3.67); the item's grade is high.

Results and Discussion

The descriptive analysis method was used to characterize the respondent's demographic information, such as the 'number of years of teaching experience' and 'educational background'. According to the table (3), teachers with experience of 6-10 years constituted 36.7% of the respondents, while teachers with experience of 1-5 years constituted 30.1%, adding to that 21.7% of the teachers had the experience of more than 10 years, finally, 11.5% of the teachers had less than 1 year of experience. According to Table 2, 87.4% of the respondents hold a bachelor's degree, while 10.0% of the respondents have a master's degree, and 0.2% of the respondents hold a higher diploma, Finally, those with a doctoral degree constituted 0.6% of the respondents.

Table 3:

The respondent's profile

Variable	Category	N	%
Years of experience	Less than 1 year	40	11.5
	1-5 years	105	30.1
	6-10 years	128	36.7
	More than 10	76	21.7
Educational background	Bachelor's	305	87.4
	Higher Diploma	7	2.0
	Master	35	10.0
	PhD	2	0.6

The first study question was answered by calculating the means and standard deviations for all of the elements that pertain to the reality of psychological counsellors possessing counselling competence.

Table 4:

Mean scores and standard deviation

Items	M	St.devi	Dec
Takes into account the environmental resources and available capabilities when planning extension work	3.70	0.89	H
His mentoring plan is flexible	3.73	0.95	H
Evaluates the mentoring program during and after implementation	3.71	0.91	H
The guiding methods take into account the prevailing culture in the society	3.81	0.96	H
He can deal with all age groups	3.84	0.93	H
He goes to seek help from the competent authorities and institutions that provide psychological and social services	3.90	0.93	H
He can persuade others	4.10	0.88	H
He tells students that he may not be able to work with them successfully	4.00	0.87	H
He is keen to follow up on scientific seminars and conferences related to his work through various means of communication	3.93	0.97	H



Items	M	St.devi	Dec
Participates in specialized training courses	3.80	0.96	H
Follows up on school students and discovers cases that need counselling services	4.15	0.95	H
Hold health awareness programs to prevent everything that harms students' health (such as drug use and smoking).	4.05	0.92	H
Benefit from the activity groups in the school to achieve the objectives of guidance and counselling	3.87	0.91	H
He prepares introductory panels and wall magazines explaining the extension work and its objectives	4.03	0.90	H
Possesses emotional balance in situations that require emotional reactions	3.68	1.00	H
Total	3.89	0.43	H

Table 3 shows that the mean value of the counselling competence of psychological counsellors was (3.89) with a standard deviation of (0.43). This means that the counselling competence of psychological counsellors from the point of view of teachers in the Asir region was high. Item 11, which states, "Follows up on school students and discovers cases that need counseling services" has the highest mean value among the items of the counseling competence of a psychological counselor (4.15). Also, item 7 states, "He can persuade others" which has a high mean value among the counseling competence of psychological counselors (4.10). Item 1, which states, "Takes into account the environmental resources and available capabilities when planning extension work", and item 15, which states "Possesses emotional balance in situations that require emotional reactions" have the lowest value of the means among the items with 3.68.

This result is attributable to the psychological counsellors' emphasis on the values and education of citizenship among the students, to the extent that the students perceive the specialists' performance in this role. In addition to counsellors' complementary role with teachers and administration in fostering a culture of respect and appreciation for teachers and administration. In addition to imploring students to adhere to school regulations and instructions, the teacher emphasized the importance of following school rules. There

may also be a distinct role that specialists play in touching the inner emotions of students to the development of respect for educational laws and systems. On the other hand, the researcher believes that hosting psychologists and raising awareness of the significance of the psychological counselling fund is due to the presence of psychology specialists in schools who implement counselling and psychological programs. Furthermore, it is worth noting that a significant number of educational institutions have established dedicated counselling, guidance, and psychological centres for their student populations. However, there is a prevailing sense of discontent among students regarding the adequacy of the services offered by these institutions in this particular domain. It has been observed that a significant number of educational institutions have taken the initiative to allocate resources towards psychological counselling services, prompted by the recognition of its importance conveyed by the individuals responsible for their professional development. Thus, the significance of activating the school's psychological counselling fund and the desirability of inviting psychologists to provide counselling and awareness programs for students become evident.

By computing means and standard deviations for each item of the level of moral values of students, the second study question was addressed.

Table 5:

Mean scores and standard deviation

Items	M	St.devi	Dec
He accepts criticism from his teachers	3.73	0.86	H
He adhered to the etiquette of talking with his teacher	3.70	0.92	H
He avoids mocking his colleagues	3.74	0.88	H
He maintains his colleague's property as his own	3.84	0.93	H
He listens to his teacher during class and does not cut his speech	4.22	0.90	H
He obeys his mentor and responds to his advice and guidance	3.93	0.89	H
He respects his colleagues' feelings even if they disagree with him	4.13	0.87	H



Items	M	St.devi	Dec
He avoids interfering in the private affairs of his colleagues	4.03	0.86	H
He is humble in treating his colleagues and does not snooty them	3.96	0.94	H
He is committed to being honest in his conversation with the principal of the school	3.83	0.95	H
He takes care of the cleanliness of his school	4.18	0.93	H
He respects school administrators and appreciates their efforts	4.08	0.88	H
He apologizes to the administrators if he offended them	3.91	0.96	H
He avoids profanity toward school administrators	4.06	0.88	H
Total	3.95	0.45	H

Table 4 showed that the mean value of the level of moral values of students was (3.95) with a standard deviation of (0.45). This means that the level of moral values of students from the point of view of teachers at Asir region was high. Item 5, which states, “He listens to his teacher during class and does not cut his speech” has the highest mean value among the items of the moral values of students (4.22). Also, item 11 states, “He takes care of the cleanliness of his school” which has a high mean value among the moral values of students (4.18). Item 1, which states, “He accepts criticism from his teachers”, and item 2, which states “He adhered to the etiquette of talking with his teacher” have the lowest value of the means among the items with 3.73 and 3.70 respectively.

This outcome can be elucidated by the observation that pupils assimilate information and adopt values from those who possess a high level of education in their social environment. One of the most efficacious pedagogical approaches for fostering and bolstering the cultivation of virtues is through the establishment of a pragmatic model for child. Without a compelling illustration, reprimanding teachers is futile, and any amount of guidance will be ineffective in influencing children. An exemplary illustration of this phenomenon

pertains to the fundamental aspect of rectifying the deviant behavior of a juvenile individual. It serves as a guiding principle for adhering to moral ideals. In the absence of it, there is a lack of profitability derived from reprimanding educators. When a youngster regards their parents and instructors as role models, their dedication to maintaining moral values is likely to be constructive. The presence of exemplary individuals who embody virtuous qualities like mothers, fathers, and teachers can significantly facilitate the process of cultivating a kid in alignment with moral values.

The researcher was able to answer the third research question using a One-way analysis of variance test to measure the significance of differences in mean scores the reality of the counseling competencies of psychological counselors and the level of moral values among students in the viewpoint of teachers in Asir region attributed to the variables of educational level and years of experience.

Mean scores and standard deviations were calculated for the sample members' responses to the areas of the reality of the counseling competencies of psychological counselors and the level of moral values among students according to years of experience.

Table 6:

mean scores and standard deviations

Variable	Category	N	M	St.dev
Counseling competencies of psychological counselors	Less than 1 year	40	3.59	0.80
	1-5 years	105	3.77	0.77
	6-10 years	128	3.80	0.76
	More than 10	76	3.62	0.79
Moral values	Less than 1 year	40	3.79	0.79
	1-5 years	105	3.60	0.84
	6-10 years	128	3.65	0.80
	More than 10	76	3.55	0.86

The one-way analysis of variance test was used to measure the significance of the differences in the arithmetic means of the total score, the reality of the counseling competencies of psychological counselors and the level of moral values among students from the point of view of teachers in the Asir region due to the variable years of experience.



Table 7:

Results of one-way analysis of variance test

Variable	Source of variance	Sum of squares	df	Mean squares	F value	Sig
Counseling competencies of psychological counselors	Between groups	2.391	3	0.797	1.288	0.280
	Within Groups	214.174	346	0.619		
	Total	216.565	349			
Level of moral values	Between groups	2.175	3	0.725	0.783	0.459
	Within Groups	285.796	346	0.826		
	Total	287.971	349			

The analysis of Table 7 reveals that there are no statistically significant disparities, in the mean scores of teachers' perspectives concerning the actualization of counselling competencies among psychological counsellors and the level of moral values exhibited by students, when considering the variable of teachers' years of experience. This implies that there is no significant variation in the counselling competencies of psychological counsellors and the level of moral values among students based on the duration of teacher experience.

This outcome can be elucidated by the utilisation of psychological counsellors, which aids in surmounting various challenges encountered during the educational process, particularly in the delivery of educational content. Moreover, it affords adaptability in presenting educational material in a captivating and enticing manner, thereby facilitating the processes of absorption and comprehension. Furthermore, the respondents identified several benefits associated with the utilisation of psychological counsellors in the educational process. These advantages were mostly aimed at breaking away from the monotonous routine and introducing a transformative element through diverse educational methods. Additionally, the presence of psychological counsellors was seen as a technique to address some limitations of traditional approaches. Furthermore, teachers, irrespective of their level of expertise, affirm that kids assimilate knowledge and embrace societal values from those who possess a considerable degree of educational attainment within their social milieu. The establishment of a practical model for children is widely

recognised as a highly successful pedagogical approach for fostering and augmenting the cultivation of virtues.

Mean scores and standard deviations were calculated for the sample members' responses to the areas of the reality of the counseling competencies of psychological counselors and the level of moral values among students according to educational level.

Table 8:

mean scores and standard deviations

Variable	Category	N	M	St.devi
Counseling competencies of psychological counselors	Less than 1 year	305	3.92	0.80
	1-5 years	7	3.79	0.77
	6-10 years	35	3.83	0.76
	More than 10	2	3.65	0.79
Moral values	Less than 1 year	305	3.85	0.79
	1-5 years	7	3.64	0.84
	6-10 years	35	3.69	0.80
	More than 10	2	3.60	0.86

The one-way analysis of variance test was used to measure the significance of the differences in the arithmetic means of the total score, the reality of the counseling competencies of psychological counselors and the level of moral values among students from the point of view of teachers in the Asir region due to the variable educational level.

Table 9:

Results of one-way analysis of variance test

Variable	Source of variance	Sum of squares	df	Mean squares	F value	Sig
Counseling competencies of psychological counselors	Between groups	2.439	3	0.812	1.288	0.280
	Within Groups	260.538	346	0.753		
	Total	262.977	349			
Level of moral values	Between groups	2.328	3	0.776	0.783	0.459
	Within Groups	295.138	346	0.853		
	Total	297.466	349			



The analysis of Table 9 reveals that there are no statistically significant disparities, in the mean scores of teachers' perspectives concerning the actualization of counselling competencies among psychological counsellors and the level of moral values exhibited by students, when considering the variable of teachers' educational level. This implies that there is no significant variation in the counselling competencies of psychological counsellors and the level of moral values among students based on the educational level. The researcher posits that this outcome might be attributed to the phenomenon wherein students assimilate knowledge and internalise values from educators who possess higher education qualifications within their cultural environment.

The researcher was able to answer the fourth research question using a simple linear regression coefficient analysis to determine the nature and extent of the relationship between the counselling competencies of psychological counsellors and the moral values of students. The findings of a basic correlation of this effect's regression are summarized in Table 5.

Table 10:

Simple linear regression

Variable	Beta	t- value	P- value
The counselling competence of psychological counsellors	3.152	16.40	0.000
R		0.359	
R ²		0.199	
F		40.122	
df		348	

According to the data in the table (10), there is a statistically significant relationship between the counselling competencies of psychological counsellors and the moral values of students. The model's straightforward correlation coefficients (R) indicate that the correlation coefficient has a significant value of approximately 35.9%. The observed outcome can be attributed to the favorable implications of the involvement of psychological counselors in the cultivation and advancement of ethical principles among student populations. This outcome can also be attributed to the diligent efforts of the psychological counselor in the secondary stage, who has placed significant emphasis on this aspect. The counselor has effectively

guided the student towards embracing positive moral values, such as demonstrating respect towards teachers, displaying reverence for them, actively listening, practicing honesty, exhibiting trustworthiness, and fostering a sense of brotherhood. Consequently, the student has developed a constructive approach in interacting with peers, teachers, and the wider community in which they reside. This result is consistent with the findings of Al-Samadi (2016), Zamel (2017), and Boubou (2021) reporting that psychological counselor promotes values among secondary education students such as love, patriotism, humility, discipline, parental righteousness, courtesy, generosity, sympathy, goodness Justice, sincerity, equality, and kindness Furthermore, this finding aligns with Kohlberg's (1976) framework on the progression of moral reasoning, which delineates three distinct levels: pre-conventional, conventional, and post-conventional. The progression through these stages must occur in the specified sequence. The reasoning characteristic of each preceding stage is supplanted by the reasoning exhibited in the subsequent step. Not many individuals are able to successfully attain all phases.

Limitations and Suggestions for Future Research

Although this study has achieved significant progress in both theoretical and practical aspects, it is important to acknowledge that, like any other research undertaking, it also has inherent limitations.

The study primarily concentrates on pupils enrolled in secondary schools within the Asir region. However, it is plausible to extend these findings to schools that exhibit similar characteristics and educational levels. Furthermore, secondary schools are distinguished from other educational institutions by the distinct roles played by psychological counselors and the varying levels of knowledge pertaining to moral ideals. This limitation presents an opportunity for conducting additional research endeavors in different educational institutions, including elementary and intermediate schools, with the aim of obtaining more extensive findings. All schools within the public education system can be classified under a generic category. Moreover, given the distinct responsibilities of psychological counselors and their varying levels of expertise in moral principles, as well as the contextual factors specific to the studied places, it is not appropriate to generalize the findings of this study to other geographical regions. It is strongly recommended to conduct additional research on the study model in different regions in order to



acquire a more comprehensive understanding and offer more precise generalizations.

Conclusion

The main purpose of this study is to evaluate the relationship between the counselling competencies of psychological counsellors and the moral values of students. The results indicated that there is a significant relationship between the counselling competencies of psychological counsellors and the moral values of students. On the other hand, the results indicated that the levels of the counselling competencies of psychological counsellors and the moral values of students were high. According to the findings of the study, the extent to which the students perceive the specialists' performance in this role is proportional to the psychological counsellors' emphasis on the values and education of citizenship among the students. In addition to the complementary role, counselors play with teachers and administration in cultivating a culture of respect and appreciation for teachers and administration, counselors also play an important role in fostering a culture of appreciation for teachers and administration. In addition to urging students to adhere to school regulations and instructions, the instructor emphasized the significance of school rules. In terms of the development of students' respect for educational laws and systems, specialists may also play a unique role in engaging the students' interior emotions. In addition, students acquire knowledge and values from educationally-educated role models in their lives. By establishing a realistic example for their children, parents may employ one of the most effective methods for encouraging and promoting the practice of virtues.

Recommendations

The subsequent recommendations are provided in light of the findings.

1. The needs of psychological counselors must be given the utmost consideration by providing guidance models and working on their actual implementation.
2. The act of psychological counselors carries with it a moral imperative, necessitating that psychological counselors adhere to principles of consistency, justice, and impartiality in their

conduct. This intervention has the potential to facilitate a sustainable transformation in the ethical disposition of pupils.

3. Classrooms that are largely devoid of prejudices, bigotry, and injustice offer pupils a favorable and liberating setting that can foster the cultivation of moral ideals.
4. An evaluation of the curriculum and courses is necessary to ensure that the content maintains a morally neutral stance. Psychological counselors should possess the necessary preparedness to confront moral quandaries and foster an environment that encourages students to engage in challenging moral inquiries that align with their personal interests.



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