

Original Article

The Effectiveness of Moral Intelligence Training on Female Students with Conduct Disorder

Jafar Shabani^{1*}, Haleh Sajedi²

¹Department of Psychology, Payame Noor University, Tehran, Iran

Received: 28 Jan 2023 Revised: 19 Feb 2023; Accepted: 28 Feb 2023

Abstract

Background and Aim: Morality and moral intelligence are among the variables that can be taught to children to reduce the negative and undesirable consequences of behavior disorder among them. The aim of this study was to investigate the effectiveness of moral intelligence training on reducing the symptoms of behavioral disorder among students at Gorgan educational and behavioral welfare improvement center.

Materials and Methods: The research was a quasi-experimental method with the pretest-posttest design and the control group. The study population consisted of the educational center, and correction of welfare behaviors. The sample size is 50 people (including 25 subjects in experimental group and 25 in control group). Sampling method was convenient method, and participants were assigned into two groups of control and tested, and after selecting based on age and education, each group was subjected to moral intelligence and conduct disorder pre-test. After that, during the two months of training, moral intelligence was conducted and after completing the training, simultaneously and in the same conditions, the post-test was performed, the analysis method. The moral intelligence and conduct disorder scales was used to collect data and the data obtained were calculated through multivariate analysis of variance.

Results: The results confirmed the effect of moral intelligence training on reducing conduct disorder scores and its components in the experimental group ($p < 0.05$).

Conclusion: According to the results of this research, it is suggested that the managers and workers of the welfare offices in order to improve the environment of the correctional centers as much as possible, improve the morals among the students through the training of moral intelligencener.

Keywords: Intelligence, Moral intelligence, Conduct disorder

***Corresponding Author:** Jafar Shabani, Assistant Professor, Department of Psychology, Payame Noor University, Tehran, Iran.
Email: jshabani@pnu.ac.ir.
ORCID: 0000000244536662

Please cite this article as: Shabani J, Sajedi H. The Effectiveness of Moral Intelligence Training on Female Students with Conduct Disorder. Int. J. Appl. Behav. Sci. 2023;10(1):28-36.

Introduction

Conduct disorder is a form of disruptive behavioral disorders (1). According to the definition stated in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition, diagnosis of conduct disorder is based on the following criteria: a repetitive and consistent pattern of behavior in which the fundamental rights of others are violated and behavioral patterns do not correspond with an individual's age. Thus, laws are violated and one's performance is impaired in all occupational, social, and educational areas. Behavioral manifestations of this disorder include aggressive behaviors towards people or animals, destruction of property, fraud or theft, and even serious law breaching. To perform a proper diagnosis of conduct disorder, a child is required to represent three behavioral problems over the past year and have had at least one behavioral problem for the past six months (2, 3).

Conduct disorder is greatly overlapped with other disorders such as learning disorders, depression, and hyperactivity. Approximately, 50%-75% of children with this disorder suffer from inattentive-hyperactivity and 50% of them experience depression and anxiety. Depressed children with conduct disorder are more vulnerable to commit suicide. Also, about 90% of adolescents with drug abuse also show symptoms of conduct disorder. Conduct disorder in about 40 % of children and adolescents leads to antisocial personality problems. In general, the prevalence of such disorder is more significant among males than in females, which is probably caused by factors such as low economic and social levels, violent educational discipline, family disputes, and lack of both proper parental supervision and social competence (4). Many biological, psychosocial, and social factors are involved in the development of this disorder. Some of the most important problems observed in children with conduct disorder are inadequate parental care, impaired anger control by children, and above all, impaired anger control skills and lack of adequate skills in emergencies (5).

Conduct disorder is a recurring pattern of behaviors that violate the fundamental rights of others, age-

appropriate social norms, and regulations, and can be recognized by symptoms such as aggression toward people and animals, destruction of property, deception and theft, serious violations of the law (6, 7). The disorder has two subtypes: the onset of childhood and the onset of adolescence. In the first case, behaviors associated with conduct disorder usually begin before age 10, but in the second case, it begins later (8, 9). Studies show that more than 50% of the crimes and offenses committed by criminals are conducted by children experiencing conduct disorder in their childhood (10).

Recently, new dimensions have been recognized in the field of intelligence. One of the most important dimensions of intelligence, which is new in the field of research and has not been discussed much in Iran, is moral intelligence. In fact, ethics and moral education have become one of the common topics in the field of psychology. Nowadays, moral intelligence has attracted the attention of researchers due to its wide effects in other fields. Media reports of moral problems in teenagers and suicides have caused the moral crisis in societies to become more visible. As a result, there is an increasing tendency to relate social problems to the teaching of ethics and religious social values in educational environments (11).

Borba in the field of psychology first introduced moral intelligence. Borba proposed seven virtues or principles for moral intelligence, which include: sympathy, self-control, conscience, respect, kindness, tolerance, and fairness. Borba defines moral intelligence as the capacity and ability to understand right from wrong, to have strong moral beliefs, act on them, and to behave in the right way. Moral intelligence refers to the fact that moral principles are not inherited, but that people learn how to be good. In fact, moral intelligence acts as a guide for behavior and helps us to have intelligent and optimal actions. Many human behaviors are rooted in moral principles and values and are affected by them, people with moral intelligence always link their work with moral principles, which increases commitment and responsibility in individuals and as a result improves individual and group efficiency (12).

Moral development includes those social principles that determine how humans should behave in relation to other people. According to psychologists, these laws

consist of three basic aspects: cognitive, emotional, and behavioral, whose explanation and how they relate to each other and the effect they have on the internalization process are the focus of psychological discussions. It does not clarify its distinguishing and distinguishing features among other sections. In many societies, one of the most important cultural duties is to acquaint children with moral laws, good and bad behavior. Everyone expects children to learn and apply these rules; to be satisfied with their compliance and feel guilty when disobeying them. One of the dimensions of growth and development that takes place from childhood to adulthood, along with other dimensions of growth, is the moral development of children. When people talk about moral development, they are referring to their own behavior towards other people in the society, in other words, they are paying attention to our compliance with social norms, rules and laws, custom and customs. Karami's research of educational researchers has shown that children who have not acquired moral intelligence for any reason are exposed to serious psychological and moral risks (13).

Moral intelligence is required for successful leadership. A person must know his / her qualities like goals, wishes, values, strengths, weaknesses, necessary information to learn and necessary behaviors to change etc. Determining and knowing one's own values results in creating a reliable cultural environment by realizing and exploring oneself and others. Moral intelligence is among the ideals. Personal reality and ideals must be linked in terms of integrity, responsibility, compassion, and forgiveness. When people behave in accordance with these principles, they are referred to as morally intelligent. At this point, people can learn and improve behaviors in accordance with the moral principle. Individual values and moral values must be harmonious and continually controlled. And behaviors should also be in harmony with goals and moral structure (14).

The concept of moral intelligence as a specific type of intelligence is a new approach and Borba explains moral intelligence as the ability to distinguish right from wrong ^[14]. Research has shown that immoral behaviors increase many adverse behaviors such as suicide, infanticide, forcing behavior, alcohol and drug addiction, distractibility, hyperactivity and

depression (15). In other words, lots of human behaviors are rooted in ethical principles and values, so people with ethical intelligence always link their work with ethical principles, which in turn enhances accountability in the individual and thereby, enhances both individual and group performance (16-17). Moral development can be defined as social principles that determine how people should behave in relation to others. In most societies, one of the greatest cultural tasks is to familiarize kids with the rules of morality and good and evil deeds (14). According to Wikstrom and Treiber, all human actions, including crimes and behavioral aberrations, are the product of one's perceptions of actions choices, and the most fundamental factor affecting the way individuals perceive their actions is ethics (18).

In the field of moral intelligence, there are many studies that have mostly focused on variables other than behavioral Antonaccio and Tittle conducting a study on the mediating role of ethics on bias pointed to the negative relationship between bias and gender with ethics (19). Likewise, Rodney, in another study entitled "Moral Intelligence at School" found that educating moral intelligence to teachers and children can lead to enhancing better and more positive relationships, which in turn, these benefits will be projected in schools, and ultimately, in society (20). Research has further shown that children with no moral intelligence are subject too more serious risks. In fact, due to their shaky conscience, weakness in controlling maladaptive desires, presence of ethical sensitivities, and guided misconceptions, they mostly suffer moral and social retardiness and the worst is that even in adulthood, they change into abnormal individuals. Therefore, it seems that moral intelligence and its education can be studied as a key factor affecting reduction of behavioral disorders among children. Regarding the above-mentioned theoretical considerations, the present study poses the question: does moral intelligence group training have any significant effect on different aspects of conduct disorder (deception behaviors, aggression, property destruction behavior, irresponsibility, and poor interpersonal relationships) in students of Gorgan's Wellbeing Behavior Training and Correction Center.

Methods

The present research was a quasi-experimental study with a pretest - posttest design and a control group. The statistical population included all female students of Gorgan's Wellbeing Behavior Training and Correction Center. The sampling method was available, that is, first, personal information, consent of corporation during the meetings and expressing goals, and the student listing were provided, and pre-test was done. Then, 50 students with the highest scores in the conduct disorder questionnaire were chosen. They were randomly assigned into two experimental and control groups, each with 25 students. Then, the experimental group was given 16 ninety-minute training sessions (2 sessions per week for 2 months) on the components of moral intelligence (table 1). At the end of the last session, the post-test was administered simultaneously to both experimental and control groups. The inclusion criteria were enrolling in the course, achieving high score in conduct disorder test, attending sessions regularly. Also, the exclusion criteria included participating in extracurricular schedules of the center and being absent for more than one session. Prior to distributing the questionnaire, brief explanations written on the questionnaire were given to students in order to regard the ethical considerations of the research. At first, the subjects were assured that the completion of the questionnaire was purely research-based and that the answers would remain confidential. The descriptive findings of the study include mean, standard deviation (SD), and frequency (f). Multivariate analysis of covariance was also used to test the research hypotheses.

Materials

Rating Scale for Diagnosis of Conduct Disorder (RSDCD)

This 35-item questionnaire is developed by Shahrivar, Natagh, Azim Khani, and Azizi Javan (21) to diagnose conduct disorder. It has 5 dimensions, and its scoring method is based on 4-option Likert spectrum in which the scoring is as never (1), rarely (2), sometimes (3), often (4), and always (5). The minimum and

maximum possible scores will be 35 and 175, respectively. Accordingly, the scores are summed and then, judged as follows. The scores ranging from 35 to 70 stand for low conduct disorder, the scores ranging from 70 to 105 show moderate conduct disorder, and finally, the scores above 105 represent high conduct disorder. The validity and reliability of this questionnaire were also tested. The construct validity of this questionnaire was then calculated using the correlation test between this questionnaire and the Child Symptom Inventory-4 (CSI-4). To measure its reliability, the Cronbach's alpha coefficient (0.97) was further used. Moreover, the reliability was 0.85 by 4 months' interval ^[21]. In the present study, the Cronbach's alpha coefficient was used for measuring its reliability (0.89) indicating the validity and reliability of this scale.

Results

The samples of this research were female students of the welfare training and behavior reform center in Gorgan city. The samples (intervention and control groups) were identical in terms of gender demographic variables. Descriptive statistics showed that the number of students in the intervention and control groups was 50 (25 in the experimental group, 25 in the control group). Also, in terms of educational level, 4 people from the fourth grade research samples (3 people in the experimental group and 2 people in the control group); 9 people in the fifth grade (5 people in the experimental group and 4 people in the control group); and 6 people in the sixth grade (2 people in the experimental group and 4 people in the control group); 10 people in seventh grade (4 people in the experimental group and 5 people in the control group); 9 people in eighth grade (5 people in the experimental group and 4 people in the control group); 12 people in the ninth grade (6 people in the experimental group and 6 people in the control group). The descriptive findings of the study include mean, standard deviation, and frequency, and its inferential findings are multivariate analysis of covariance.

The first assumption was that the data in the dependent variables were normal. Kolmogorov-Smirnov test was used to check the normality of the data in this study. Non-significant results in this test showed that the data

Table 1: Summary of Training Sessions on Ethical Intelligence Components. Adapted from the Book of Moral Intelligence (15).

Session	Content
First	A greeting session between the therapist and the participants, an introduction on the structure of the sessions and the goals of the educational program based on the concepts and components of moral intelligence explaining the nature of ethical intelligence development, the necessity of its existence, its positive consequences and its impact on psychological aspects, especially conduct disorders along with performing pre- test for both groups.
Second	Content: Teaching the component of Empathy, defining and introducing "empathy" and its empowering programs; Purpose: realizing others' feelings, getting more willing to help the injured or the miserable, learning how treat others with compassion; Assigned tasks: practicing how to realize emotions and help others at home and in social settings.
Third	Content: Teaching the component of "Conscience" (Defining and Introducing "Conscience" and Conscience Enhancement Programs; Purpose: To nurture virtues such as honesty, responsibility, and authenticity. Assigned tasks: practicing love for others, boosting sense of Responsibility, and being honest at home and in community.
Fourth	Content: Teaching the component of "Self-Compassion" (Defining and introducing the concept of "Self-compassion" and Self-compassion enhancement programs - Purpose: cultivating self-compassion and control l desires, thinking prior to performance, having thoughtful and correct behaviours; Assigned tasks: Controlling desires and practicing self- compassion at home and in community.
Fifth	Content: Teaching the component of "Respect" (Defining and Introducing "Respect" and Promoting "Respect" Programs; Purpose: Treating others the way we like to be treated; Assigned tasks: behaving others respectfully in social environments during the week.
Sixth	Content: Training on the component of "Kindness" (Defining and Introducing "Kindness" and Kindness Enhancement Programs; Purpose: Fostering attention to comfort and emotions of others; Assigned tasks: Caring for others' feelings and comfort in social environments.
Seventh	Content: Training on the component of "Tolerance" (Defining and introducing "Tolerance" and Tolerance Enhancement Programs, Anger Control Skills, and Tolerance enhancement); Purpose: cultivating a sense of respect for the basic human dignity and all recognized human rights; Assigned tasks: Trying to find goodness among people and respect their rights during the week.
Eighth	Content: Training for the component of "Fairness" (Defining and introducing "Fairness" and Promoting "Fairness" Programs; Purpose: Treating others in justice and free from bias; Assigned tasks: Being fair and unbiased with family and friends and writing them down during the week.
Ninth	Preparing a summary of sessions and performing a post-test for both groups.

were normal. The second assumption was the homogeneity of the variances of the research variables. Leven's test was used to test this assumption. Nonsignificant results of this test indicate compliance with this assumption. Also, the Box's M test was used to investigate the assumption of homogeneity of variance-covariance matrix between the components of conduct disorder in the experimental and control groups. Given (Box's $M = 7.787$), ($F = 2.395$) and the significance level (0.06) for conduct disorder variable, the results show that the variance-covariance matrix homogeneity condition is well considered, so it is possible to use the multivariate analysis of covariance test. Table 2 shows

the descriptive (mean and standard deviation) indices of conduct disorder and the dimensions of conduct disorder (deception behaviors, aggression, property destruction behaviors, irresponsibility, and poor interpersonal relationships) in both pre- and post-test groups.

As in Table 3, controlling the pre-test which shows significant levels of all tests (Peel effect, Wilks' Lambda, Hotelling effect, and Roy's Largest Root) indicates that there was a significant difference ($P < 0.001$) between the students in the experimental and control groups at least in one aspect of conduct disorder (deception, aggression, property destruction,

Table 2: Mean and standard deviation of research variables in two groups.

Variables	Groups	Pre	test	Post	test
		M	SD	M	SD
Aggression	Experimental	36.64	3.718	15.44	3.959
	Control	33.96	3.867	33.96	1.645
Irresponsibility	Experimental	33.60	2.327	14.32	4.269
	Control	34.40	2.544	33.99	4.111
Deception	Experimental	31.88	1.965	14.68	4.432
	Control	33.68	2.545	33.76	1.363
Destruction	Experimental	20.16	1.908	9.64	1.934
	Control	31.80	1.848	32.36	1.777
Weak interpersonal relationship	Experimental	23.92	3.174	10.16	3.158
	Control	24.32	2.626	25.20	1.893
Total	Experimental	146.20	7.171	64.24	16.01
	Control	143.76	6.585	146.44	4.104

Table 3: Results of multivariate analysis of covariance of the effect of Moral Intelligence Group Training on the Conduct Disorder Symptoms of Students.

Effect	Test	Value	F	Df hypothesis	Df error	P value	Eta
The difference between the experimental group in the Post-test and the pre-test control	Pillai's Trace	0.932	5.061	5	39	0.001	0.93
	Wilks' Lambda	0.068	5.061	5	39	0.001	0.93
	Hotelling effect	13.655	5.061	5	39	0.001	0.93
	Roy's Largest Root	13.655	5.061	5	39	0.001	0.93

irresponsibility, and poor interpersonal relationships). Thus, it can be stated that at least in one aspect of conduct disorder, there is a significant difference between the experimental and control groups. Another noteworthy index is R^2 which in the present study is 93%, that is, 93% of the changes in the behavioral dimension scores are due to moral intelligence training. On the other hand, the statistical power is 1, inferring no probability of type II error. Based on the results of Table 4, the mean score at the post-test was significantly lower in the experimental group than in the pre-test, whereas in the control, this decrease did not occur in the mean. To realize the difference between the groups in terms of the dependant variables, the results of the one-way

covariance analysis test are given in the text of multivariate analysis of covariance (Table 4).

Based on these results, aggression scores ($p=0.001$, $F=394.792$), irresponsibility ($p=0.001$, $F=404.799$), deception ($\text{sig}=0.001$, $F=278.416$), Destruction ($p=0.000$, $F=499.714$), weak interpersonal relationships ($p=0.001$, $F=341.575$) and total conduct disorder ($p=0.001$, $F=513.54$) were obtained, indicating that all variables are statistically significant with 99% probability. In other words, these findings represent that in post-test, moral intelligence training can reduce all aspects of conduct disorder in the experimental group more significantly than in the control.

Discussion

These people ignore or break the rules and achieve their goals with threats and cruel behavior. Therefore,

Table 4: Univariate analysis of covariance in the text of multivariate analysis of covariance for components of conduct disorder.

Source of index change	SS	df	MS	F	P	Eta
Aggression	3623.156	1	3623.156	394.792	0.001	0.44
Irresponsibility	3713.598	1	3713.598	404.799	0.001	0.48
Deception	3058.461	1	3058.461	278.416	0.001	0.33
Destruction	1360.895	1	1360.895	499.714	0.001	0.52
Weak interpersonal relationship	2239.091	1	1360.895	341.575	0.001	0.36
Total conduct disorder	67961.152	1	67961.152	513.54	0.001	0.64

The results of this research showed that teaching the components of moral intelligence has an effect on reducing the behavior of students at the Gorgan Education Center and improving their well-being behavior. In other words, there was a significant difference between the vandalism scores of the experimental and control groups. That is, teaching moral intelligence to students in schools reduces aggressive behavior and vandalism among them. Also, the results show that teaching the components of moral intelligence influences reducing the aggressive behavior of the students of the behavior modification center, which means that there is a significant difference between the aggression scores of the experimental and control groups. That is, teaching moral intelligence to students reduces their aggression. Also, it can be said that the training of the components of moral intelligence has an effect on reducing the cheating behavior of the students of the behavior modification center, so that the training of moral intelligence reduces the cheating behavior in teenagers. To prevent the destructive behavior of cheating and stealing, it is better to use the practice of changing the mind, counter-understanding, problem-solving techniques and controlling emotions. According to other results of this research, it can be claimed that teaching the components of moral intelligence reduces the irresponsibility of students in the behavior modification center. Irresponsible or antisocial behavior is associated with legal problems.

according to the results, prevention of such behaviors requires the use of moral intelligence components to reduce students' irresponsibility. According to another result of this research, there is a significant relationship between moral intelligence and interpersonal behaviors. That is, teaching moral intelligence reduces poor interpersonal behavior in students. In fact, good moral education given in quality schools or institutions reduces poor interpersonal behavior in adolescents. The results of -this study are in line with those of many researches (such as Javadinezhad et al., (22); Antonaccio and Tittle (19); Rodney and Clarcken, (23); Pasalich, et al., (24); and Narvaez (25), in the field of moral intelligence and its effects on psychological variables.

Conclusion

According to existing theories on conduct disorder, it can be claimed that these are the repeated and persistent patterns of behavior that violate the fundamental rights of others, age-appropriate norms, and social norms, and can be accompanied and identified with symptoms such as irresponsibility, aggression toward individuals and animals, destruction of others' property, fraud and theft, and violations of regulations. Analyzing the relationship between the theoretical foundations and the results of this study can further explain and deduce the intervention-based training program of the present

study which has a cognitive-behavioral approach can result in promoting cognitive reconstruction of negative and misleading thoughts in students, and consequently, cause increased accountability, respect for norms, social rules and the rights of others, and on the other hand, lower aggression, deception, theft, and other anti-social behavior in them. Another feature of the moral intelligence training program includes teamwork and participatory homework, which in turn increases students' corporation time and their contribution with various aspects of life. Therefore, by enhancing the quality of interpersonal relationships and acquiring ethical enrichment skills, the role of detective and persistent factors in behavioral problems such as conduct disorder in students can be reduced.

Acknowledgment

At the end, special thanks to all the contributors, especially the respected officials of Gorgan's Wellbeing Behavior Training and Correction Center and all dear students who helped the authors in the process.

Conflict of Interest

The authors declare that they have no conflict of interest.

References

- Kiel EJ, Maack JM. Maternal BIS sensitivity, overprotective parenting, and children's internalizing behaviors. *Pers Individ Dif*. 2012;53(3): 257-62.
- Okada MA (2012). Improving Information Problem Solving skills in Secondary Education through embedded instruction. *Comput Human Behav*. 2012;28(2):515-26.
- American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Arlington, VA. 4. Evans SW, Mullett E, Weist M.D, Franz K (2005). Feasibility of the mind matters school mental health promotion program in American school. *J Youth Adolesc*. 2013;34(1):51-8.
- Murray J, Farrington DP. Risk factors for conduct disorder and delinquency: key findings from longitudinal studies. *Can J Psychiatry*. 2010;55(10):633-42.
- Sadock BJ, Sadock VA. Somatoform disorders. In: Sadock BJ, Sadock VA, editors. Kaplan and Sadock's Synopsis of Psychiatry. Philadelphia, PA: Lippincott Williams & Wilkins. 2007; 634-51.
- Sadock BJ, Sadock VA, Ruiz P. Kaplan & Sadock's comprehensive textbook of psychiatry (9th ed.). New York: Wolters Kluwer/Lippincott Williams & Wilkins; 2010.
- American Psychiatric Association. Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author; 2013.
- Whitbourn SK, Halgin RP. Abnormal psychology: clinical perspectives on psychological disorders (7th ed.). New York. NY: McGraw-Hill; 2013.
- Decety J, Michalaska KJ, Akitsuki Y, Lahey BB. Atypical empathic responses in adolescents with aggressive conduct disorder: A functional MRI investigation". *Biol Psychol*. 2009;80:203-11.
- Borba M. Building moral intelligence. San Francisco: Jossey Bass; 2001.
- Flite CA, Harman LB. Code of ethics: Principles for ethical leadership. 40-5. Gardner, H. Frames of mind. New York: Basic Books; 2013;4-9.
- Hayat bakhsh, S.; Entesar Foumani, G.H. and Hejazi, M. The Effectiveness of Ethical Intelligence Training in Educational Ethic and Educational Self Efficacy in Tenth Grade Female Students. *Quarterly of Measurement Educational*. 2020;16(56):17-130. [In Persian].
- Lennick D, Kiel F. Moral Intelligence for Successful Leadership", *Leader to Leader* 2006;40:13-6.
- Borba M. "Tips for Building Moral Intelligence in Students", *Curriculum Review*. 2003;42(7):14-5.
- Borba M. The step-by-step plan to building moral intelligence, *Nurturing KidsHeart & Souls*, National Educator Award, National council of self-esteem, Jossey-Bass; 2005.
- Flite CA, Harman LB. Code of ethics: Principles for ethical leadership. 40-5. Gardner, H. (1993). *Frames of mind*. New York: Basic Books. 2013;4-9.
- Wikstrom P H, Treiber K (2007). The role of self-control in crime causation. *Eur J Criminol*. 2007;4:237-64.
- Antonaccio O, Tittle CR. Morality, self-control, and crime. *Criminology*. 2008;46(2):479-510.
- Clarcken R H. "Moral Intelligence in the Schools", Paper presented at the annual meeting of the Michigan Academy of Sciences, Arts and Letters, Wayne State University, 2009; Detroit.
- Shahrivari K, Nategh E, Azimkhani A, AziziJavan HA. The construction and standardization of the rating scale for diagnosis of conduct disorder among the students in fifth grade of elementary school in Tehran city, central part of Iran (Teachers' form). *Journal of Fundamentals of Mental Health*. 2010; 12(3):574-83. (In Persian).
- Javadinezhad A, Heydari AR, Naderi F, Bakhtiyipoor S, Hafezi F, The Effectiveness of Educating Moral Intelligence on Psychological Well-being of the Secondary School Students. *Bioethics Journal* 2018; 8(29): 53-62.
- Rodney, H, Clarcken. Moral Intelligence in the Schools, Paper presented at the annual meeting of the Michigan Academy of Sciences, Arts and Letters Wayne State University, Detroit, MI, March 20, 2009.
- Pasalich, DS, Dadds MR, Hawe DJ, Brennan J. Do callous/unemotional traits moderate the relative importance of parental coercion versus warmth in child conduct problems? An observational study. *J Child Psychol Psychiatry*. 2011;52(12):1308-15.
- Narvaez, d. The emotional foundations of high moral intelligence. *New directions for child and adolescent development*. 2010;31:77-94.

© **Jafar Shabani, Halh Sajedi**, et al. Originally published in the International Journal of Applied Behavioral Sciences (<https://journals.sbm.ac.ir/ijabs/index>), 26.06.2023. This article is an open-access article under the terms of Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>); the license permits unlimited use, distribution, and reproduction in any medium, provided the original work is properly cited in the International Journal of Applied Behavioral Sciences. The complete bibliographic information, a link to the original publication on <https://journals.sbm.ac.ir/ijabs/index>, as well as this copyright and license information must be included.