

**The Reflective Judgment of Intermediate School Male and Female Educational Counselors**

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**Abstract:**

The research aims at: 1-Measuring the reflective judgment of the intermediate school male and female educational counselors. 2-Identifying the stage of reflective judgment prevailing among the intermediate school male and female educational counselors. 3-Showing the differences in the reflective judgment according to the gender variable (males, females). 4-Identifying the differences in reflective judgment according to the residence variable(center, suburbs) The results have shown that the educational counselors in Basra governorate fall within the sixth stage of the reflective judgment stages, and that the male educational counselors have more reflective judgment than the female educational counselors.

**Keywords:** reflective judgment, intermediate school male and female counselors .

The amount of knowledge that the individual possesses is no longer a real indicator in facing the problems encountered in practical and scientific life. Rather, the issue of his/her capabilities to actively participate in the production of knowledge and how to use, apply and employ it when needed in solving these problems is regarded the basis for success in life, as it helps individuals to strengthen the judgment with reasons and evidence, and specify the criteria on which the judgment is based, which helps to enhance the capabilities in the areas of decision-making and problem-solving ( Jarwan, 2007, p. 10).

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Issuing a reflective judgment is considered as a part of the personal and cognitive life of individuals because it represents the main focus in the decision-making process. This is due to the fact that some decisions taken by the individual are important and complex, such as choosing a study and profession or choosing a life partner, and some decisions are simple, such as what to wear today or what to eat for food. All decisions require intellectual work and information processing, but to a different degree. It is logical that thinking about decisions regarding important matters takes longer than thinking about simple or superficial matters (Goldstein, 2011, p: 251).

We as individuals think twice the speed with which we speak, so when we meditate, our minds are in a race, and if we are not careful, we often drop or put our thoughts and judgments on what we are told according to what comes in our minds, and not according to what we receive from the messages of others and what they actually say (Boyd, 2005 ,p:30).

Reflective judgment calls for focus and effort, and enables male and female educational counselors to analyze, discuss and change their ideas, and increases their cognitive and social activity (Milner, 2011, p:22).

The individual sometimes hesitates to issue a reflective judgment when suffering from fear and failure or when is overwhelmed by fears of regret after the judgment, which makes his/her decisions unsuccessful and often leads to haste in issuing the judgment. Moreover, the health of the individual affects the process of issuing the judgment. Psychological and feelings of sadness lose vitality and interest in life, and then lose the ability to pass judgment on any problem faced, as if individuals are in a state of lethargy and lack of focus in mental activity, provided that this does not prevent them from issuing a judgment so that they can continue their future lives (Heller, 1998, p:189).

Since the environment is constantly changing and this change is accompanied by something new, the male and female educational counselors feel embarrassed when exposed to sudden or new situations, and they try to adapt to it. Dissonance may occur that leads to tension for the counselors' awareness between the knowledge they possess and the new knowledge (Festinger, 1985, p: 16-22) From this, the researcher asks: Do the male and female educational counselors of the intermediate stage have a reflective judgment?

**Second / Significance of the Study:**

The educational counselor's work is determined by the counseling relationship that binds him/her to the counseled, but the counselor's work is part of the social system in society, which consists of the sum of the roles of all individuals. The social system organizes individuals and groups by giving them a certain position in the social structure, upon which depends their relationships with each other. Upon the arrival of the individual to this role or that, whether by personal effort, influenced by the situation of his/her parents or family, his/her belonging to a certain group, his age or gender whether male or female, s/he performs the appropriate behavior that achieves or develops his/her role in society (Levy & Robin, 1966, p;7).

The educational counselor has become to work in many institutions of society. S/he works on guiding students in educational institutions, guiding spouses and various work institutions, and guiding patients in psychiatric clinics and hospitals (cancer, AIDS, old age) who are about to die, and also guides their families to accept the condition of their patients (Abu Aita. , 1997, pp. 105-106).

The counselor encourages the counselee to conduct the discussion, and to express his/her attitudes, thoughts and feelings freely. The counselee considers the counselor a source of information, but the counselor is careful not to provide advice or instructions unless there is a strong justification for that. The counselor uses open questions about himself/herself without interruption or influence on the time of the counseling session. The counselor also focuses his/her attention on the important facts related to the counselee's problem. The counselor here has to make the counselee feel the extent of his/her interest and respect. Sober mentions that the counseling role centered around the counselee uses psychological tests, but interprets the results of the tests in a general way without being bound by any recommendations. He avoids giving advice and makes the counselee realize that s/he must make his/her own decisions, is responsible for them, and can reach a solution after realizing the motives and issues related to the problem. Male and female educational counselors are the point of contact between generations and the focus of real friction with social values and concepts, and a tool for gaining more knowledge of what revolves in this universe (Carkhuff, 1969, p: 111).

This seems clear through reflectiveness, which includes an individual feature in the human experience of knowledge, but not an individual feature isolated from society, but rather an individuality that causes a change in society. When

the individual faces a situation or case, s/he performs a mental arbitration process through which s/he arrives at choosing the most appropriate behavior and procedure, which leads to positive effects or avoidance of undesirable negative consequences or both. The individual deals daily with thousands of stimuli that require understanding and analysis (Kitchener & King ,p:8 ).

Reflective judgment encourages them to take greater responsibility for their cognitive and professional development and encourages to gain independence in taking decisions and making judgments (Milner, 2009, p;22). All decisions require intellectual actions and information processing, but to varying degrees, and it is logical that thinking about decisions about important matters takes longer than thinking about simple or superficial matters, although this may be true in some cases. (Goldstein, 2011p; 251). Since the life of the individual does not pass on a single pace or a single pattern, but rather is full of diverse experiences, and this appears through reflection that embraces an individual experience in which a person experiences the experience of knowledge, but it is not an individual isolated from society, but rather an individuality that causes a change in society. When an individual faces a situation or case, s/he performs a mental arbitration process through which s/he arrives at choosing the most appropriate behaviors and procedures, which lead to positive effects, avoiding undesirable negative consequences, or both, as the individual deals daily with thousands of stimuli that require understanding and analysis (Kitchener & King, 1994,p;8 )

Thus, making a reflective judgment is part of the personal and cognitive life of individuals as it plays an active role in the decision-making process. Some decisions are important and complex, such as choosing a study and profession or choosing a life partner, and some decisions are simple, such as what to wear today or what we will eat for lunch (Atkinson et.al., 1996,p:170).

Among the sayings that psycholinguists say is that we think twice as fast as we speak, so when we meditate, our minds are in a race. If we are not careful, we often drop or put our thoughts and judgments on what we are told according to what comes in our minds, and not according to what we receive regarding the messages of others and what they actually say (Samson, 2000, p: 150).

Reflective judgment is of an acquired nature that can be learned, especially in important matters of a strategic dimension, and this appears through the changes that occur in the situation or the subject of judgment that the individual faces in life. Judgment indicators about the situation or topic can

change with the change in the stages of issuing the judgment and may take new forms. The individual must follow all changes and develop his/her understanding of the situation or topic according to its development. A human is an amazingly adaptive creature, so s/he must be able to learn to change his/her self-perception correctly. If we recall our successes and failures clearly and evenly, then over time we will have an accurate view of our reflective judgments (Sing, 2000, p;85). Roberts (1984) points out that experience plays a prominent role in the process of judgment, and this seems logical, as seniority in the field of knowledge and action makes the individual subject to a judgment about making a certain decision. S/he evokes these experiences, and benefits from experiences of failure and experiences of success, as well as the spontaneity of behavior and recognition that an individual acquires when facing a situation or problem. Through experience, the individual acquires specific patterns of behavior that are required and necessary to pass judgment, as if he is programmed to perform these behaviors (Roberts, 1984, p; 310).

The process of reflectiveness is not only about listing facts as they are, but is concerned with important and meaningful descriptions, to know the basic characteristics of the situation or case in which we are contemplating (Jay & Johnson, 2002, p:8).

Accuracy and objectivity are very important in accessing information and collecting data that makes the judgment correct and successful, because accurate data enables the individual to identify important and relevant indicators with realism and clarity, and the accuracy of the information is the source of objective and accurate judgment. When the judgment is important and not routine, the individual uses several methods for collecting information such as observation and electronic data and the use of the latest technologies to access information that can be ascertained to make the process of issuing a judgment rationally, objectively, sophisticated and meaningful (Singh, 2000, p;85).

Based on the previously mentioned, the importance of the current research highlights the following points:

- Addressing the category of male and female educational counselors as the point of contact between students and teachers, and a tool for gaining knowledge, as the male and female educational counselors are the main element in the school.

- Knowing the reflective judgment can help the educational and teaching staff members to adopt appropriate teaching methods in their dealings with students when presenting the study materials.

- This study is considered the first study that deals with the male and female educational counselors segment.

### **Third/ Aims of the Study**

#### **The current research aims at:**

1. Measuring the reflective judgment of the counselors of the intermediate stage.
2. Identifying the stage of reflective judgment prevailing among the male and female counselors of the intermediate stage.
3. Showing the differences in the reflective judgment according to the gender variable (males, females).
4. Clarifying the differences in reflective judgment according to the residence variable (center, suburbs).

### **Fourth/ Scope of the Study**

**Spatial limits:** a group of sample schools

**Human limits:** Male and female educational counselors of the intermediate stage

**Temporal limits:** the academic year (2021-2022).

### **Fifth / Defining terms**

#### **Reflective Judgment: defined by:**

**Kitchner & King (1994):** a process of cognitive inference used by individuals to make epistemological assumptions in an appropriate way to issue a judgment about controversial issues through its seven stages. Each stage represents a number of consistent assumptions and concepts to comprehend and organize the information available to them to make judgments (Kitchner & King, p;13).

#### **Marleen Milner (2011):**

The ability of individuals to evaluate epistemological assumptions by explaining a particular viewpoint to pass judgment on a controversial (irregular) case (Marleen Milner, 2011, p;4).

- **Theoretical definition:** The researcher adopts the definition by King and Kitchener (1994) as a theoretical definition since the scale by Khalil (2016) is adopted, which is the model for measuring reflective judgment.

- **Procedural definition:** It is the total score obtained by the respondent when responding to the items of the reflective judgment scale prepared in the current research.

**Reflective Judgment Concept:**

The process of making a reflective judgment is of an acquired and learned nature. The individual can be trained on how to issue objective judgments by training him/her in critical thinking, and developing the capabilities of research, inference and decision-making in controversial issues. Although it is difficult to reach an integrated objective judgment, it is possible to reach the most appropriate reflective judgment in mental situations, whether cognitive or emotional. It employs the individual's mental abilities in interpreting the requirements of the situation, and in-depth and organized thinking in the practice of real life, in order to reach more compatibility with society, especially in issues of a social dimension. This appears through changes in the individual's understanding of the nature of the limits of knowledge and verification and how this affects individuals' ability to justify their beliefs in making judgments, especially in areas where controversial issues are confronted. In addition, reflective judgment includes individuals' ability to state that their opinions can be confirmed by additional evidence that can be obtained from knowledge (Goldstein, 2011, p;99).

**Logical Judgment :**

The logical individual examines the judgment as it should be, not as it is in reality. S/he explains to us what are the conditions for a correct judgment that matches the truth, what is its equation, and how it can be changed. S/he means complete judgments, not incomplete ones. S/he looks at explicit judgments not implicit ones, and analyzes the case. Most philosophers classify judgments from the logical point of view, not from the psychological one (Plous, 1993, p; 174).

**Psychological judgment:**

A psychologist studies judgment as it is in reality, not as it should be, because judgment has an act of the mind, which grows like all other actions from childhood to adulthood, and is subject to many factors. The judgment may be explicit, that is, prior to the case that determines its contents, or it may not be explicit, such as the judgment contained in the teacher's judgment on the student with a good wording, or the purchaser's judgment on the price of a watch with an exorbitant wording. The judgment in these examples is not the

attribution of an order to another, positively or negatively, but rather a mental decision by which the mind proves the content of the belief, or it is the realization of the occurrence or non-occurrence of the ratio between two things (Saliba, 1981, p. 524).

**Classification of judgments from a psychological point of view:-**

A psychologist studies judgment in terms of a psychological act, not in terms of a logical issue. Judgments are divided into the following types:-

**A- Explicit and Implicit Judgments:**

Judgment of the psychologist may be explicit as in our saying (the honorable Saeed), or it may be implicit as in our saying (good or exorbitant), or it may be silent (Silent Judgment).

As for explicit judgments, they are based on subjective psychological observations, as in the saying (I am sad) and may consist of abstract meanings, such as your saying (courage is a virtue). As for silent judgments, they are psychological actions that we do not express with words or sayings, for example (I come across a hole in the road and think about crossing it, then jump over it without speaking). This action is accompanied by a silent judgment, but is not a reflex action, because when I saw the hole, I estimated its depth, width, and length, and measured between its different dimensions, so I judged that I was able to cross it. These actions include silent judgments, as they require the conformity of the action to the perceived thing (Plous, 1993, p; 190).

**B- Judgments independent of experience and judgments based on experience:**

The first judgments are analytical and the second synthetic, for example (I judge that the diameter in parallel geometric shapes is twice the ray); without basing this judgment on experience, but rather deducing that from the definition of the diameter itself. I cannot judge that this student is diligent unless I observe his works (Spengler & Strohmer, 1994, p;17).

**C- Judgments of Existence and Judgments of Values:**

The provisions of existence express the ratio between two things as it is in reality, without estimation or preference. If you say (the price of a kilo of bread in Damascus during the Second World War was forty piasters), your judgment on it is an existential judgment, but if you say (the price of bread during the First World War was very expensive), your judgment is a judgment of value because you estimate the price of a thing in relation to an ideal value (Sulaiba , 1981, p. 527).



**Reflective Judgment and Intelligence:-**

Although intelligence cannot be defined precisely, there are two common concepts in various theoretical models. First, intelligence includes the ability to learn from experience, and second, intelligence includes adapting to innovative problems and situations in life. Since reflective judgment focuses on the ability to solve dialectical and controversial problems that are common in the lives of individuals, that is, it falls within the second concept of intelligence (Halpern, 2006, p: 295).

In addition to the controversy surrounding intelligence, there has been a debate about whether intelligence is an integrative (unitary) ability or whether it is composed of fragmentary abilities. However, most theorists today support multi-part models. In this regard, the theory that has the clearest meaning of reflective judgment is the theory of fluid and crystallized intelligence, which defines fluid intelligence as those abilities that reflect the influence of structure or biological nature on intelligence. These abilities are described as flexible and can be applied to most types of problem solving as these abilities are produced from biological processes and not affected by experience or education (Kitchner & King, 1994, p:193).

Crystallized intelligence is defined as the ability that has been learned to solve problems, make judgments and conclusions, and determine relationships. It is that aspect of intelligence that appears to be very closely related to the crystallization and formation of reflective judgment because it includes the elements that are related to judgment and problem solving (Haas, 1992, p: 22).

Development in intelligence may occur for several reasons:-

First, there are increasing differences in abilities and that older people may have more abilities to rely on.

Second: The considerations of intelligence factors or their relationship may change directly with increasing age, and the importance of these factors within the individual's cognition system may change.

Third: Although the combination of intelligence factors may not change, the content you work on may change as the individual acquires new experiences and additional knowledge (Hofer & Pintrich, 1997, p: 91, ).

There are several tests of verbal reasoning, which is an ability that is usually related to the verbal perception component of crystallized intelligence. Since the reflective judgment reciprocity depends on verbal production, it seems

that verbal reasoning explains the changes that are observed in the degrees of the reflective judgment reciprocity (Kitchner & King, 1994, p. ;197).

### **Reflective Judgment Theories**

#### **First: The Bounded Rationality Theory (1957):-**

Herbert Simon (1957) is considered the founder of the theory of Bounded Rationality or Bounded Relations. He believes that the source of judgment cannot be completely rational because of the limitations or the adult does not help in understanding the judgments made by individuals nor in predicting them. What achieves this is the description of the process of issuing judgment in reality. Thus, Simon's theory of making judgments is called the restricted rationality theory, which is a descriptive model for how to issue individual judgments (Sternberg, 2003, p; 406). Northcraft & Neal (1990) indicate that the rationality that is restricted in issuing judgments differs from the ideal rational theory in four aspects, as follows:

**1- Narrowing the field:** The restricted rationality narrows the field of indicators or hints, in contrast to the ideal rationality that expands it. The indicators are reduced, their number is shortened, and the research is limited to the implications of the judgment (Northcraft & Neal, 1990, p;159).

**2- Evaluating sequential alternatives:** Taversky (1972) adopted in the 1970s Simon's idea of constrained rationality. He noticed that we sometimes use a different strategy when confronted with more indicators or hints more than we feel we can take into account, while being available to us. In such situations, we may not try to manipulate or mentally examine all those likely indicators to pass a judgment, but rather use the process of elimination or deletion according to the aspects. We may focus on one aspect or one feature for various options and we form a minimum test for that aspect, and then we get rid of all the options that do not meet that criterion. As for the other remaining indicators, we may choose a second aspect and define a lower criterion for it to get rid of the additional indicators, and thus we use a sequential process of summaries down to the aspect that we think represents the main aspect in the situation or case (Dawes, 2000, p:127-128).

**3- Conviction:** the ideal rational theory indicates that the individual conducts a comprehensive balance between all indicators or insinuations and makes judgments to reach the indicator that represents the situation or case. On the other hand, restricted rationality indicates that those who make judgments may ignore the indicators that express the situation mainly, and be satisfied

with the indicators that they think represent the situation and provide them with conviction in issuing the judgment (Samson, 2000, p; 176).

**4- Personal judgments:** Restricted rationality differs from ideal rationality in its use of personal opinion in issuing judgments, which are rules that approximate correctness extracted from experience and not on accurate calculations and lead to alleviating the requirements for information processing, as well as saving time and mental energy for the source of judgment. These personal judgments and opinions may sometimes lead to committing some cognitive biases that affect the integrity of judgment (Sternberg, 1994, p;211).

**Second: The Incremental Approach Theory (1959):** This theory is attributed to Lindblom and is based on benefiting from experience in making previous judgments. The situation or stance is partially specified, and the specification is limited to new indicators or hints in it. Also, the information or indicators that are previously collected are preserved with the addition of indicators or hints related to the new aspects only. After bringing up the previous and new evaluation, he adopts the indicators or hints that he collectively thinks are the best in expressing the situation or stance that he wants to pass as a judgment from among all the indicators that are evaluated in the previous cases or times and in this time (Sherif, 1993, p. 97).

**Third: The Reflective Judgment Model by Kitchener & King (1981):**

Both King and Kitchener (1981) developed a model of reflective judgment with seven stages. These stages in the model are sequential and become more difficult when the relationships between the assumptions of knowledge change during the seven stages. Each stage is built on the individual's assumptions about knowledge and truth, and how belief in knowledge and truth affects the justifications for judgments (Kitchener & King, 1981, p. 92). According to the successive stages of King and Kitchener, if someone in the lower stages assumes that knowledge can come from observing the personalities of authority, this person may reject any kind of knowledge that is not derived from authority. For example, what is heard from a child who does not understand the meaning of authority talking about the moon, i.e. (that a man walked on the moon) .This person will most likely accept the information as a childish imagination and reject the knowledge and the fact that astronauts have actually visited the moon. However, if the person attends classes in astronomy, the professor says certain information about space as a

personal authoritarian, it is possible that this person accepts the words of the professor as truth (Welfel, 1982, p;495).

Since the successive stages of the reflective judgment model assume that as a person progresses from lower stages to higher stages, the sources of knowledge change. Thus, it is a development of a new set of variables in knowledge and truth that affect how the individual makes judgments about information, which in turn affects the justifications for decisions. King and Kitchener show the different assumptions about knowledge and truth in each stage which indicates different forms of justification. The differences in justification in each stage also characterize the ability of individuals in the higher stages (5-7) to make judgments, a process that individuals cannot perform in the lower stages (1-2) (Kitchener & King, 1981, P;108).

At each advanced stage, the individual uses the ascending sequence of assumptions from the lower stages and searches for new laws by using evidence to judge and organize the information received in order to make judgments about the problems or situations available. When the process reaches its climax in the higher stages of the model of judgment, the states of knowledge for the individual are able to come close to the truth. In turn, this approach to the truth must be able to direct the most difficult tests under the accepted laws of research or by using Kitchener and King's phrase (that approaching the truth must be accompanied by flexibility in accepting the opinions and criticisms of rational individuals). The total process of evaluating knowledge and truth through the seven stages of the reflective judgment model is referred to as (reflective judgment). The stages of reflective judgment as defined by Kitchener and King (refer to the degree to which the individual is able to make reflective judgments) (King, 2000, p.26). The individual levels of the reflective judgment model have been discussed in greater detail by King and Kitchener (1994). The reflective judgment model consists of seven different stages, within three levels: the (pre-reflective thinking level), (the quasi-reflective thinking level), and (the reflective thinking level).

**1- The first level (pre-reflective thinking includes stages 1-2-3):** - individuals who think in a pre-reflective way justify their opinions in a simple way because they cannot understand the answers to the issue being addressed which must contain some elements of ambiguity or lack of ascertainment; and that knowledge is acquired through the words of a certain authority or through follow-up or direct observation via the evaluation of evidence. Individuals

who believe that what they know is absolutely correct and that they know it with complete certainty, often consider the issues presented in the reflective judgment model as containing a high degree of assertiveness and perfection. As a result, individuals may justify their position on a particular issue by saying:

- 1) Beliefs do not need to be justified simply because the answers (are there).
- 2) Answers may be justified by reference to a particular authority.

**The first stage:** Knowledge is found through direct personal observation or through authority figures. Knowledge is acquired through direct personal monitoring and observation. What the individual sees is correct and there are no differences of opinion as beliefs do not need justification, and thinking about controversial issues is simple and clear.

**The second stage:** Knowledge is gained through direct personal observation or through authority figures. Knowledge is acquired through authority figures who are supposed to know the truth, such as a scientist, teacher, leader, or parents. There is no disagreement about the decision-making on the controversial issue and the beliefs are justified by their agreement with the beliefs of the authority figures.

**The third stage:** knowledge is either confirmed or temporarily unconfirmed. In the case in which the knowledge is confirmed and certain, the beliefs are justified by reference to the opinions of the authorities. As for the case where there are no answers, the beliefs are justified according to personal opinion, and the facts and beliefs are considered correct.

2- **The second level (quasi-reflective thinking includes stages 4-5):-** individuals who think in the intermediate stages of reflective judgment realize that knowledge demands for issues that include elements of uncertainty (ambiguity). Thus, they use the principle of research in making decisions between points of view, but a personal point of view is not presented because the demands of knowledge can extend beyond the laws of research. Individuals believe that judgments should be based on evidence, so the individual searches by examining different intellectual concepts through careful testing of each concept against the empirical truth and judgments of others and the exclusion of the idea of absolute knowledge. On this basis, individuals seem to believe that opinions about reflective judgment are justified as follows:

- 1) Building the opinion of the reflective judgment that supports this conclusion.
- 2) Issuing a judgment based on the evidence available through scientific research and studies.

**The fourth stage:** knowledge is subjective and uncertain, and there is some ambiguity. There are many possible answers to each question, but they are uncertain and nothing can be judged and evaluated outside the limits of the individual's perceptions due to the uncertainty of the relationship between knowledge and evidence. An individual justifies the beliefs by giving reasons consistent with his/her personal opinion .

**The fifth stage:** knowledge is contextual and subjective acquired by the individual through awareness. The principle of research is used in making a decision between points of view, but does not present a point of view of its own, and beliefs are justified for a particular issue by using the laws of generalization for research.

**3- The third level (reflective thinking includes stages 6-7):** Individuals who hold to these assumptions accept that the demands of knowledge cannot be made with complete certainty. They do not stop there, but make judgments which are (the most reasonable) and which (they are relatively certain about) based on their assessments of the available data. They believe that they must make their own decisions, that knowledge must be understood in relation to the context in which it is generated. Some demands for knowledge may be judged as more acceptable than their counterparts, and some opinions are evaluated as more rational explanations, and that judgments are justified based on the laws of research and evaluation of knowledge.

**The sixth stage:** knowledge depends on information from different sources and that individuals discuss beliefs and judgments rationally and through which comparisons and results can be drawn. Individuals rely on the opinions of experts who research in depth and have special competencies.

**The seventh stage:** knowledge is acquired by using critical research skills to form logical and understandable solutions to the issue at hand. Expert judgments and personal judgments have more value than other judgments, and thinking is the basis of theoretical and practical judgments (Kitcher & King, 1994, p: 44-74).

### **Chapter Three**

#### **Research Methodology and Procedures**

##### **First: Research Methodology:-**

The descriptive approach is chosen as it is the most appropriate method for studying the correlational relationships between the variables and revealing the differences between them. The descriptive method is one of the most widely used and widespread research methods, and cannot be dispensed with. In studying any phenomenon, researchers must have descriptions and value of the phenomenon that is attempted to be studied (Daoud and Abdul Rahman, 1990, p. 159). This is one of the methods of scientific research that depends on studying the reality or the phenomenon as it is, describing it accurately, and expressing it quantitatively and qualitatively. The quantitative expression gives us a numerical description that shows the amount of this phenomenon or its size and the degrees of its connection with other phenomena. As for the qualitative expression, it describes the phenomenon and clarifies its characteristics and description in an explanatory manner (Obaidat et.al., 1998, p. 271).

**Second: The Research Community:**

The current research community is represented by the male and female educational counselors of the intermediate stage in Basra, who are (161), of both sexes, by (60) male and (101) female. Table (1) illustrates this.

**Table (1)**  
**Research community numbers**

Females	Males	Total		No.
		counselors	Schools	
102	59	161	161	1

**Third: Research sample:**

The sample of the current research amounts to (81) male and female educational counselors who are chosen by the Relative Stratified Random Method, with (41) male and (40) female counselors. Table (2) illustrates this.

**Table (2)**  
**Research sample distributed according to gender**

<b>Males</b>	<b>Females</b>	<b>Research Sample</b>	<b>No.</b>
<b>41</b>	<b>40</b>	<b>81</b>	<b>1</b>

**Fourth: The Research Tool:**

Since the research aims to identify the reflective judgment of intermediate school male and female educational counselors; this requires the availability of an appropriate tool. Thus, the researcher adopts a scale by Khalil (2016). The following is a description of the scale and its psychometric properties.

**Description of the Reflective Judgment Scale:**

1- The scale consists of (15) items of the type of situational items. Each item represents a dialectical controversial issue (under which there are seven alternatives to the answer) representing the individual's judgments on this issue, and each alternative represents a stage of the seven reflective judgment stages, which are:

- **The first stage:** knowledge is gained through direct observation, and what the individual sees is regarded correct. Facts and judgments do not contradict opinion, and beliefs do not need justification.

- **The second stage:** knowledge is either temporarily confirmed or unconfirmed. In the matter in which the knowledge is certain, the beliefs are justified by reference to the opinions of the authorities, but in the form in which there are no answers, the beliefs are justified according to his personal opinion, and personal facts and beliefs are considered reasonable and valid.

- **The third stage:** knowledge is either temporarily confirmed or uncertain. In a matter in which knowledge is certain, beliefs are justified by reference to the opinions of the authorities. In a matter in which there are no answers, beliefs are justified according to a personal opinion, and personal facts and beliefs are considered reasonable and valid.

- **The fourth stage:** knowledge is subjective and uncertain. There is some ambiguity and there are many possible answers to each question, but they are uncertain and nothing can be judged and evaluated outside the limits of the individual's perceptions due to the uncertainty of the relationship between knowledge and evidence. The individual justifies beliefs by giving reasons that agree with his/her personal opinion.



-**The fifth stage:** knowledge is contextual and subjective acquired by the individual through awareness. The principle of simplicity is used in making decisions between points of view, but the individual does not adopt a point of view of his own. Beliefs are justified for a matter or issue by using generalization laws to resolve it.

-**The sixth stage:** knowledge depends on information from different sources. Individuals discuss beliefs and judgments rationally and through which comparisons and results can be drawn. Individuals rely on the opinions of experts who research in depth and have special competencies.

-**The seventh stage:** knowledge is formed using the rational search process to form logical, coherent and understandable solutions to the issue at hand. Beliefs are justified using evidence and discussions, and judgments are the result of the rational research process (King and Kitchner; 1994).

The scale is corrected by giving scores (1,2, 3, 4, 5, 6, 7) respectively for the seven alternatives, so that the highest score that can be obtained on the scale is (105) and the lowest score is (15).

Since the scale consists of (15) stances and situations, within each situation there are seven alternatives, each of which represents one of the seven stages of the reflective judgment. The respondent chooses one alternative, and the weights of the answer range from (1-7) as shown in Table (3).

Seventh G	Sixth F	Fifth E	Fourth D	Third C	Second B	First A	stage
7	6	5	4	3	2	1	weight

**Content validity:** - For the purpose of identifying the validity of the items of the reflective judgment scale, it is presented to a group of (10) experts. An agreement percentage of (80%) or more is approved for the item to be considered valid and to be maintained in the scale. All the items obtained an agreement rate of more than (80%), and thus all the items are considered valid in theory in measuring what they are designed to be measure.

**Stability:**

**Psychometric properties of the reflective judgment scale:**

1. **The validity of the scale:** - The validity of the scale is verified through:

A. **Apparent validity:** This type of validity is achieved when the items of the scale are presented to a group of experts. Appendix (1) illustrates this.

B. **Structural validity:** It is intended to analyze the degrees of the scale based on the psychological construction of the phenomenon to be measured or in the light of a specific psychological concept (Stanley & Hopkins, 1972:111)). The validity of the construct is verified through the following indicators:

- 1- **The stability of the reflective judgment scale:** – Stability refers to the degree of stability of the scale over time, and its internal consistency and accuracy in the information it provides us about the behavior of individuals (Awda, 1985, p. 144).

In order to verify the stability of the scale, the stability is calculated on the sample of statistical analysis, and the stability of the scale is verified by the re-testing test method. Before making sure of the stability of the scale as a whole, the researcher has decided to calculate the stability of each item of the scale. Whenever the item of the scale has good stability, this indicates that the stability of the scale as a whole is also good.

#### 1- Retest test method

This is verified by applying the scale to a sample of intermediate school male and female educational counselors with a number of (30). After two weeks, the test is applied to the same sample, and it has become clear that the reliability coefficient reached (0.764) using the Pearson correlation coefficient, which is a good stability coefficient as indicated by previous studies (Oudah, 1992, p. 366).

**Final application:** The scale is applied to a sample of (81) after the investigation of completing all the measures of the scale, and extracting their validity and stability. The scale in Appendix (2), is applied to the basic research sample, which is amounted to (81) male and female educational counselors in Basra Governorate, from 1/5 to 15/5/2020. There is a set of alternatives to answer the application paper and Table (3) shows this.

**Statistical Means:** For the purpose of achieving the aims of the current research, the following statistical means are used by using the Statistical Portfolio Program (SPSS).

- 1- Pearson correlation coefficient: - to extract the relationship of the item to the total score of the scale.
- 2- Item stability equation :- To extract the stability of the scale items.
- 3- Cronbach's alpha equation: to extract stability.

- 4- Standard Error Equation :- It is used to find out the standard error of the scale. (Ferguson, 1991, p.535)
- 5- Chi-square test: to identify the stage of reflective judgment prevalent among male and female educational counselors from the stages of reflective judgment.
- 6- Two-way analysis of variance with interaction: to find the differences in the reflective judgment according to the variables of gender.

#### Chapter Four

##### Results and Discussion

This chapter includes a presentation of the research results according to the aims and their discussion.

**First: - Results of the first aim:** - which aims to identify "the measurement of reflective judgment among the male and female educational counselors of the intermediate stage".

To achieve this aim, a binary analysis of variance test is used, with the arithmetic mean (63.70), the standard deviation (23.99), and the hypothetical mean (330). Table (4) illustrates this.

**Table (4)**

Hypothetical mean	Standard Deviation	Arithmetic mean	No. of counselors
330	23,999	63,70	81

**Second: - Results of the second aim:** - this aims to identify (2- The stage of reflective judgment prevalent among intermediate school male and female counselors).

To achieve this aim, a chi-square is used. The researcher calculated the number of individuals who fall within each stage and according to the degree obtained by the respondent. Table (5) shows the range of degrees within each of the seven stages of reflective judgment.

**Table ( 5 )**  
**Scoring range for each of the seven stages of reflective judgment**

Scoring range	Reflective judgment stages
15-zero	First
30-16	Second
45-31	Third
60-46	Fourth
75-61	Fifth
90-76	Sixth
105-91	Seventh

The obtained results of the chi-square test are shown in the Table ( 6 ).

**Table ( 6 )**  
**Chi-square test to identify the prevalent stage of reflective judgment among intermediate school male and female educational counselors**

Significance	Chi square Tabular value	Degree of freedom	Calculated chi square value	Observed repetition	Reflective judgment stages
Function	11.14	5	32.852	2	Second
				8	Third
				13	Fourth
				16	Fifth
				30	Sixth
				12	Seventh
				81	Total

The results of the chi-square test have shown statistically significant differences between the number of male and female educational counselors within the stages of the reflective judgment. The calculated chi value is (32.852), which is higher than the tabular chi value for the significance level (0.05) with the degree of freedom (5), which is (11.14). By observing the numbers of men and women educational counselors within the reflective judgment stages, it is found that the counselors fall within the sixth stage of

the stages of reflective judgment. The number of men and women educational counselors within this stage reached (30) male and female counselors.

This result is consistent with the postulates of Kitchener and King's model, which indicates that the process of evaluating knowledge and organizing information for male and female counselors is based on the opinions of experts who research in depth and have special competencies. This represents the sixth stage of the reflective judgment. This result agrees with the results of the study by Alan Eichi Yabui (1993), which indicates that the pre-graduate students in universities fall between the fourth and fifth stage, while the judgments of postgraduate students are between the sixth and the seventh stages of reflective judgment.

**Second: The results of the third aim:** it aims to identify (the differences in the reflective judgment of the male and female educational counselors of the intermediate stage according to the two gender variables (males, females). To achieve this aim, a two-way analysis of variance is used. Table (7) illustrates this.

**Table (7)**

<b>Significance level</b>	<b>Calculated T-value</b>	<b>mean squares</b>	<b>Degree of freedom</b>	<b>Sum</b>	<b>Variables</b>
<b>024</b>	<b>682893</b>	<b>31509,965</b>	<b>1</b>	<b>31509,965</b>	<b>Type</b>
<b>076</b>	<b>68,750</b>	<b>3172,241</b>	<b>1</b>	<b>3172,241</b>	<b>Residence</b>
<b>511</b>	<b>436</b>	<b>46,142</b>	<b>1</b>	<b>46142</b>	<b>type * residence</b>
		<b>105,736</b>	<b>27</b>	<b>8141,706</b>	<b>Error</b>

The results of the analysis of variance with regard to the differences in the reflective judgment according to the gender variable have shown that there are statistically significant differences, as the calculated value reached (682893), which is greater than the tabular value at the level of significance (0.05) with degrees of freedom (1-27) and amounting to (024). As for the differences according to the variable of residence and housing, the results have shown that there are statistically significant differences, as the calculated value reached (68,750) degrees, which is greater than the tabular value at the level of significance (0.05) with the degrees of freedom (1-27) and (076) and

that males' judgment is more than females may be due to several reasons, including: -

**First** :- There may be increasing differences in abilities and that males may have more abilities to rely on.

**Second**: The considerations of male intelligence factors may change the importance of these factors within the individual's cognition system.

**Third**: Although the composition of male intelligence factors may not change, the content worked on may change as the individual acquires new experiences and additional knowledge (Hofer & Pintrich ,1997,p.9)

**Third:- Results of the Fourth aim:-** it aims to identify (the differences in the reflective judgment of the male and female educational counselors of the intermediate stage according to the two residence variables (center, suburbs).

**Table (8)**

Standard deviation	Arithmetic mean	No. of counselors	Residence	gender
10,963	84,15	41	Center, suburbs	Male
12,981	42,75	40	Center, suburbs	Female

As for the differences according to the center and the suburbs variable, the results have shown the presence of statistically significant differences. In comparison between the means, we find that the arithmetic mean of the center (68.16) is higher than the arithmetic mean of the suburbs, which amounts to (55.76). The number of the center has reached (52) and the number of the suburbs is (29), and the standard deviation of the center is (24,033) and the standard deviation of the suburbs is (22,174). This result can be explained that the process of issuing a reflective judgment is of an acquired and educated nature, as the individual can be trained on how to issue these judgments and reach the most appropriate reflective judgment in mental situations, whether cognitive or emotional for individuals living in the center by employing their mental abilities in interpreting the requirements of the situation, and in-depth and orderly thinking in the practice of real life, in order to reach more compatibility with society, especially in issues of social dimension. This appears through changes in individuals' understanding of the nature and limits of knowledge and verification and how this affects the ability of

individuals to justify their beliefs in making judgments, especially in areas where controversial issues are confronted. In addition, reflective judgment includes the ability of Individuals living in the center to state that their opinions can be confirmed by additional evidence that can be obtained from knowledge and that individuals living in the suburbs are inconsistent with their judgments due to lack of training and knowledge.

( Coldsteein,2011,p;99)

### **Recommendations:-**

In light of the study results, the researcher recommends the following:

- 1- The necessity of strengthening the level of cultural awareness of the intermediate school male and female counselors and expanding the cultural prospect, through their participation in cultural courses and conferences, which makes them less excessive in the validity of their judgments. Increasing awareness develops their cultural aspect and makes them less modest and positive in issuing judgments as they become more aware in that they are in need of more information or indicators to be an accurate and logical judgment away from cognitive and logical biases.
- 2 - Preparing training courses for intermediate school male and female counselors to train them on the use of analysis and reasoning and to develop their confidence in their abilities to issue reflective judgments regarding the problems they face, especially the dialectical and controversial problems.
- 3- Emphasis on the methods of socialization and education by the family and the school to achieve better growth in the process of making reflective judgments, by urging to use more knowledge and encouraging them to use intellectual analysis, whether in solving their problems or facing various life situations.
- 4- Activating the role of educational counseling in developing curiosity among intermediate school male and female counselors by presenting contemporary and controversial problems, guiding them to learn new skills in analysis and reasoning, and developing their confidence in their abilities to issue reflective judgments for those problems.

**Suggestions for further Research:-**

In light of the results of the current study, the researcher suggests the following:

- 1- Conducting a study on the relationship of reflective judgment to critical thinking, decision-making ability, and deductive thinking.
- 2- Conducting a study on reflective judgment among other samples, such as postgraduate students and university faculty members.

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## VI. Citations

الحكم التأملي لدى مرشدي المرحلة المتوسطة ومرشداتها

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الملخص:

يهدف البحث الى التعرف على:

- 1- قياس الحكم التأملي لدى مرشدي المرحلة المتوسطة ومرشداتها .
  - 2 - مرحلة الحكم التأملي السائدة لدى مرشدي المرحلة المتوسطة ومرشداتها.
  - 3- الفروق في الحكم التأملي على وفق متغير الجنس ( الذكور , الاناث ) ومتغير السكن (مركز , أطراف).
- أظهرت النتائج أن المرشدين في محافظة البصرة يقعون ضمن المرحلة السادسة من مراحل الحكم التأملي وأن المرشدين التربويين لديهم حكم تأملي أكثر من المرشدات التربويات
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