

ROLE OF MORAL IDENTITY AND MORAL COURAGE CHARACTERISTICS IN
ADOLESCENTS' GENERAL AND SITUATION-SPECIFIC EXPRESSIONS OF THE
TENDENCY TO BE A MORAL REBEL

by

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B.A., University of Wisconsin-Stevens Point, 2006
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Abstract

The term “moral rebel” describes an individual who refuses to comply, stay silent, or conform to others when doing so would compromise his/her values (Monin, Sawyer, & Marquez, 2008). Preliminarily, this study examined the extent to which adolescents themselves, their peers, and their teachers agree in their ratings of adolescents’ *general* expressions of the tendency to be a moral rebel, tendencies to possess a moral identity (i.e., prioritize morality as an important part of identity), and tendencies to possess moral courage characteristics (i.e., qualities that motivate individuals to take action on their beliefs and values). As a theoretical and empirical extension of previous research (see Sonnentag & Barnett, 2013), the present study’s primary purpose was to examine the interactive and independent roles of moral identity and moral courage characteristics in adolescents’ general and situation-specific (i.e., caring, just, and brave) expressions of the tendency to be a moral rebel. With regard to the interactive role of moral identity and moral courage characteristics, the present study examined (1) if relatively high levels of various *general* moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) encourage adolescents to act on their moral identities to display the general and situation-specific expressions of the tendency to be a moral rebel and (2) if relatively high levels of *situation-specific* moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) encourage adolescents to act on their moral identities to display the corresponding situation-specific (i.e., caring, just, and brave, respectively) expressions of the tendency to be a moral rebel.

As predicted, results revealed significant positive correlations among the self-report, peer, and teacher ratings of adolescents’ (1) *general* expressions of the tendency to be a moral

rebel, (2) tendencies to possess a moral identity, and (3) tendencies to possess *general* moral courage characteristics. These significant positive inter-correlations emerged for the entire sample as well as for the male and female participants when they were considered separately. Contrary to prediction, moral identity (when considered independently and in combination with the general and situation-specific moral courage characteristics) did not consistently predict the general nor situation-specific expressions of the tendency to be a moral rebel. Furthermore, although the *general* moral courage characteristics did not consistently predict the adolescents' caring, just, and brave expressions of the tendency to be a moral rebel, *all* of the indices of the adolescents' *general* moral courage characteristics (i.e., Self, Peer, and Teacher ratings; Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) positively predicted the adolescents' self-reported *general* tendency to be a moral rebel. Finally, two of the situation-specific moral courage characteristics (i.e., Empathic Concern and Willingness to Take Action in Physically Dangerous Situations) were found to be positively associated with the corresponding situation-specific (i.e., caring and brave, respectively) expressions of the tendency to be a moral rebel. The implications and limitations of the present findings, as well as directions for future research on the topic of moral rebelliousness in adolescents, are addressed.

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Chapter 1 - Introduction

“Never forget that only dead fish swim with the stream.” --Malcolm Muggeridge

All too often, individuals encounter situations where their compliance, silence, or inaction (i.e., “swimming with the stream”) compromises their beliefs and values. Conformity pressures to comply can overpower some individuals’ willingness to do the “right thing.” But sometimes, individuals choose to go against the grain (i.e., “swim against the stream”) to defend their principles. In the psychological literature, these individuals have been labeled as “moral rebels.”

The term “moral rebel” is relatively new to psychological inquiry and was introduced to describe individuals “who take a principled stand against the status quo, who refuse to comply, stay silent, or simply go along when this would require they compromise their values” (Monin, Sawyer, & Marquez, 2008, p. 76-77). Although the term moral rebel is fairly new to psychological inquiry, there is a growing body of research focused on this specific type of moral individual. The present study contributes to this growing body of research on the moral rebel by examining the combination of variables that may be associated with individuals’ general and situation-specific expressions of the tendency to follow their own moral convictions despite social pressure not to do so (here forward referred to as the general and situation-specific tendencies to be a moral rebel).

Monin and colleagues (2008) were the first to explicitly label and systematically investigate perceptions of those who stand up for their beliefs despite conformity pressures not to do so. These researchers examined factors that may influence if moral rebels are perceived as threatening or inspiring. One factor thought to impact perceptions of moral rebels was an individual’s personal involvement in a situation. Monin et al. (2008) predicted that an individual

who is personally involved in a situation and fails to take a morally rebellious stand on behalf of his/her values would perceive a moral rebel's behavior as a personal threat, whereas an individual who is uninvolved in a situation and simply hears of a moral rebel's actions would perceive the moral rebel as inspiring. The results were consistent with these predictions. Participants who were involved in a situation where they failed to take action on their beliefs and values subsequently disliked and devalued the moral rebel who took action on his beliefs and values. Conversely, participants who were uninvolved in the situation and simply heard of the moral rebel's behavior perceived the moral rebel as likable and as having a strong moral character. These findings reveal that the same behavior (i.e., the behavior of the moral rebel) was judged quite differently depending on an individual's own involvement in the situation. In addition to Monin and colleague's (2008) studies on perceptions of moral rebels, researchers have also examined the factors associated with individuals' tendencies to be a moral rebel. For example, as part of a larger study, Sonnentag and McDaniel (2013) examined the degree of "moral trait integration" of individuals who stand up, or do not stand up, for their beliefs and values despite pressures to comply (moral rebels and compliant individuals, respectively). That is, these researchers examined the extent to which the identities of moral rebels and compliant individuals are focused on moral goals. Within their study, moral trait integration was measured with self-report ratings of the degree to which 12 bipolar, moral traits (e.g., honest-dishonest, respectful-disrespectful) were important to participants' identities. The tendency to be a moral rebel was assessed using a nine-item self-report measure (see Sonnentag & Barnett, 2013) and a writing task that "allowed the opportunity for moral rebel behavior" (Sonnentag & McDaniel, 2013; p. 437). To assess participants' tendencies to be a moral rebel through the writing task, Sonnentag and McDaniel (2013) asked participants to write "an argument describing a situation

in which they would feel justified in vocalizing negative thoughts about obese people...” (p. 437). Four independent coders then categorized each participant’s essay into one of two categories reflecting if the participant (1) refused to write the essay based on moral reasons (categorized as a morally rebellious behavior) or (2) acquiesced and wrote the essay as requested by the experimenter (categorized as compliant behavior). Results revealed that a heightened level of moral trait integration (i.e., identity focused on moral goals) was associated with the tendency to be a moral rebel, both when assessed through the self-report measure and the writing task.

Additional research on factors associated with the tendency to be a moral rebel was conducted by Sonnentag and Barnett (2013). In two studies with early adolescents (Study 1) and late adolescents (Study 2), Sonnentag and Barnett (2013) examined (a) if the general tendency to be a moral rebel could be reliably measured and (b) the potential correlates of this general tendency. These researchers proposed and tested a preliminary conceptualization of the characteristics potentially associated with the general tendency to be a moral rebel. Specifically, Sonnentag and Barnett (2013) examined if adolescents’ tendencies to be a moral rebel could be reliably measured by self (1-item and scale), peer (i.e., sociometric), and teacher ratings.¹ Of particular interest in Study 1 was the internal reliability of the self-report measure (scale) of the tendency to be a moral rebel and the degree of inter-rater reliability among the different assessments of participants’ tendencies to be a moral rebel. Sonnentag and Barnett (2013) found that the internal reliability of the self-report measure of the tendency to be a moral rebel was acceptable ($\alpha = .72$). Further, the self (1-item and scale), peer, and teacher ratings of early adolescents’ tendencies to be a moral rebel demonstrated acceptable inter-rater reliability (r s ranging from .29 to .56, all p s < .01).

In addition to reliably assessing the tendency to be a moral rebel, Sonnentag and Barnett (2013) proposed a preliminary conceptualization of how the tendency to be a moral rebel may involve the possession of two clusters of characteristics and related behaviors. First, the tendency to be a moral rebel was proposed to involve characteristics and related behaviors that reflect a strong, internalized “moral foundation” or moral identity. Second, the tendency to be a moral rebel was proposed to involve possessing “moral courage characteristics” that motivate an individual to stand up for his/her internalized moral values and beliefs in various social settings. As a test of their preliminary conceptualization, Sonnentag and Barnett (2013) selected two individual difference variables from each cluster to examine their relationship with individuals’ tendencies to be a moral rebel.

With regards to the internalized moral foundation (or moral identity) component of Sonnentag and Barnett’s (2013) conceptualization, they selected and measured individuals’ conscience and reluctance to engage in minor moral violations. With regards to the moral courage characteristic variables, Sonnentag and Barnett (2013) selected and measured individuals’ (low) need to belong and self-esteem (the rationale for the inclusion of each of these variables in Sonnentag and Barnett’s preliminary conceptualization of the characteristics potentially associated with the tendency to be a moral rebel will be discussed later). Results revealed that, as predicted, individuals who scored relatively high on the tendency to be a moral rebel scored relatively low on the tendency to engage in minor moral violations and the need to belong, but relatively high on self-esteem. Unexpectedly, no relation was found between the participants’ scores on the tendency to be a moral rebel and their scores on a measure of conscience.

Although the initial testing of the proposed conceptualization of the characteristics associated with the general tendency to be a moral rebel is a strength of Sonnentag and Barnett's (2013) research, they did not systematically examine the potential interaction among variables (i.e., moral foundation and moral courage characteristics) in their conceptualization of the moral rebel. Further, Sonnentag and Barnett's (2013) research only addressed a few variables potentially associated with the *general* tendency to be a moral rebel and did not consider any factors that may serve to promote the tendency to be a moral rebel in specific situations. The present study is a theoretical and empirical extension of the preliminary research by Sonnentag and Barnett (2013) on the characteristics associated with adolescents' tendencies to be a moral rebel. More specifically, with regard to examining the *general* tendency to be a moral rebel, the present study sought to determine if (1) acceptable levels of internal reliability are achieved for multi-item self-report measures of moral identity, general moral courage characteristics, and the tendency to be a moral rebel, (2) self (1-item and scale), peer, and teacher ratings of *moral identity* will be significantly positively inter-correlated, (3) self (1-item and scale), peer, and teacher ratings of the *moral courage characteristic* construct will be significantly positively inter-correlated, and (4) relatively high levels of the moral courage characteristics (as assessed by self [1-item and scale], peer, and teacher ratings) encourage adolescents to act on their moral identities (as assessed by self [1-item and scale], peer, and teacher ratings) and to display the general tendency to be a moral rebel (as assessed by self [1-item and scale], peer, and teacher ratings; see Table 1 for the variables measured in the present study to predict the general tendency to be a moral rebel).

With regard to examining factors related to the *situation-specific* tendencies to be a moral rebel, the present study sought to extend research by Sonnentag and Barnett (2013) by examining

if there are moral courage characteristics that serve to promote the specific ways in which individuals may display their tendencies to be a moral rebel. The present study focused on three possible situation-specific tendencies to be a moral rebel: caring, just, and brave. Three separate scenarios, developed for use in this study, helped test the extent to which the *general* moral courage characteristics motivate adolescents to act on their moral identities to display the situation-specific tendencies to be a moral rebel. It was predicted that the general moral courage characteristics would be important predictors *across* the caring, just and brave situation-specific tendencies to be a moral rebel. Further, the three separate scenarios helped test the extent to which the relevant *situation-specific* moral courage characteristics (assessed by self-report measures) motivate adolescents to act on their moral identities to promote the *specific ways* individuals may display their tendencies to be a moral rebel (caring, just, and brave; as assessed by scenario responses; see Table 2 for the variables measured in the present study to predict adolescents' situation-specific tendencies to be a moral rebel).

Components of the General and Situation-Specific Tendencies to be a Moral Rebel

Moral Identity or Internalized Moral Foundation

In the last half-century, numerous theories of moral behavior have been proposed, each with its own assumptions about what motivates moral action. For example, Kohlberg's (1969) cognitive developmental theory focused largely on the role of moral reasoning in determining individuals' moral actions. In contrast, Hoffman's (1975) theory focused on moral socialization and the importance of empathy in explaining individuals' moral behaviors, especially comforting and helping. More recently, however, researchers have suggested that moral behaviors may be more fully understood by examining the role of the self in morality, often termed "moral self" or

“moral identity” (see Blasi, 1993; Colby & Damon, 1993; Hilton, 2007; Lapsley & Narvaez, 2004).

Previous research on the moral rebel conducted by Sonnentag and Barnett (2013), described briefly above, proposed that one component potentially associated with the tendency to be a moral rebel may involve possessing a strong, internalized moral foundation or moral identity. Researchers who study the idea of an internalized moral foundation or moral identity are unified in suggesting that when morality is important and central to an individual’s identity, it heightens the individual’s sense of responsibility to behave in accordance with his/her moral beliefs and values (see Hardy, 2006). For example, Gibbs (2003) concluded that individuals (like the moral rebel) who “discern and act against unfairness and harm amid the complexities of social conformity...tend to be those for whom morality is central to their sense of self” (p. 10). An individual is said to possess a moral identity when he/she constructs his/her sense of self around moral beliefs and values (Hardy & Carlo, 2005). That is, the individual perceives moral virtues or characteristics as important to who he/she is as a person (Hardy, 2006). Consequently, when an individual’s identity is focused on moral concerns, he/she tends to live in a manner consistent with his/her identity. Hart and Fegley’s (1995) study of highly caring adolescents (who were nominated by community leaders for demonstrating exceptional commitment to the care for others,) is consistent with this idea. Hart and Fegley (1995) reported that care exemplars were more likely to describe their identities in terms of moral qualities, both in terms of moral traits (e.g., honest) and moral goals (e.g., help others) than individuals from a matched comparison group. Reimer and Wade-Stein’s (2004) investigation of adolescent moral exemplars reported findings similar to those of Hart and Fegley (1995). Reimer and Wade-Stein (2004) found that a greater proportion of the self-descriptions offered by exemplary adolescents

reflected positive, moral, and caring components than descriptions offered by matched comparison adolescents. The research by Hart and Fegley (1995) and Reimer and Wade-Stein (2004) suggest that individuals who engage in exemplary moral actions (like the moral rebel) have identities with a heightened focus on moral qualities.

In addition to research revealing that morality is an important and central component of the identities of morally exemplary individuals, researchers have demonstrated that having a moral identity may serve as an important predictor of moral behavior. For example, Arnold (1993) examined the association between the self-importance of morality and moral behaviors among adolescents. The self-importance of morality was assessed using the Good-Self Assessment Scale, which involves indicating the degree to which eight moral adjectives (e.g., fair) is central to the adolescent's sense of self. Moral behavior was assessed using the self-report Ethical Behavior Rating Scale (see Hill & Swanson, 1985) and a teacher rating of various moral action tendencies (e.g., "speaks out for fairness for others as well as self"). Results revealed that the more central the moral adjectives were to an adolescent's sense of self, the more frequently he/she engaged in moral behaviors (as measured by both the self-report and teacher ratings).

Pratt, Hunsberger, Pancer, and Alisat (2003) examined the behavioral correlates of adolescents' moral self ratings. Participants' moral self was assessed by ratings of the extent to which six moral values "should be important for them in their lives" (p. 273). The behavioral measure consisted of a self-report scale assessing the frequency of the adolescents' involvement in the community. Results demonstrated that adolescents' moral self-ratings were positively associated with their community involvement.

Aquino and Reed (2002) have also examined the association between moral identity and various moral behaviors in adolescents and adults. Through a series of studies, Aquino and Reed (2002) created and validated a self-report measure of moral identity. In the validation studies of their self-report measure, the authors found that heightened moral identity was associated with college alumni's self-reported volunteerism and adolescents' actual donation behaviors. In summary, previous research supports the notion that the possession of a moral identity is an important correlate of an individual's tendency to engage in various types of moral behaviors. Despite the research linking moral identity to different types of moral behaviors, there is little research specifically examining the association between moral identity and individuals' tendencies to be a moral rebel. In one study reported earlier, Sonnentag and McDaniel (2013) examined the link between "moral trait integration" and the tendency to be a moral rebel. Recall that Sonnentag and McDaniel (2013) found that a heightened level of moral trait integration was associated with the tendency to be a moral rebel. This research suggests that an individual's tendency to be a moral rebel may be associated with possessing an identity that incorporates a strong set of moral values and characteristics.

Further, in a pair of studies summarized above, Sonnentag and Barnett (2013) provided an initial test of their preliminary conceptualization of how an internalized moral foundation may be one component comprising the tendency to be a moral rebel. Two individual difference variables, conscience and reluctance to engage in minor moral violations, were selected and measured to represent the internalized moral foundation component of the tendency to be a moral rebel. Conscience was selected and measured because adolescents whose behavior is regulated by their internalized standards of right and wrong (i.e., their conscience) would likely be inclined to act in accordance with those standards in situations in which those values and beliefs are

threatened. The reluctance to engage in minor moral violations was selected and measured because the moral rebel was (and is in the present study) conceptualized as “being moral,” which involves the avoidance of negative, antisocial behaviors (and the enactment of positive, prosocial behaviors).

Sonnentag and Barnett (2013) found that the tendency to be a moral rebel was negatively associated with the tendency to engage in minor moral violations. However, the tendency to be a moral rebel was not significantly associated with conscience scores. Although Sonnentag and Barnett (2013) found some support for the contention that individuals’ internalized moral foundation is related to their tendencies to be a moral rebel, moral identity was not measured directly (only the “proxy” variables of conscience and reluctance to engage in minor moral violations were assessed). The present study extended the research by Sonnentag and Barnett (2013) by more directly measuring moral identity as a factor potentially associated with the (general and situation-specific) tendency to be a moral rebel. The present study measured participants’ moral identity with self (1-item and scale), peer, and teacher ratings (see Method section for complete details on these measures).

In addition to moral identity as one factor associated with individuals’ tendencies to be a moral rebel, possessing particular “trigger” qualities may heighten individuals’ tendencies to *act on* their moral identities to stand up for their beliefs and values despite social pressure not to do so. Therefore, in addition to assessing moral identity, the present study extended research by Sonnentag and Barnett (2013) by examining the potential importance of various (general and situation-specific) “moral courage characteristic” variables in predicting individuals’ (general and situation-specific) tendencies to be a moral rebel. Sonnentag and Barnett (2013) suggested that “moral courage characteristics” may prompt an individual with a strong moral identity to *act*

on his/her beliefs and values. Consequently, the present study examined the extent to which various moral courage characteristic variables motivate an adolescent to act on his/her moral identity to display the general and situation-specific tendencies to be a moral rebel.

Moral Courage Characteristics Potentially Associated with the General Tendency to be a Moral Rebel

Moral courage has been broadly defined in the literature as the qualities that allow an individual to “speak up or take action in the interest of fairness and justice, for oneself as well as for others” (Bronstein, Fox, Kamon, & Knolls, 2007, p. 661). The moral courage characteristics measured in Sonnentag and Barnett’s (2013) preliminary investigation of adolescents’ tendencies to be a moral rebel included self-esteem and need to belong (the rationale for including these moral courage characteristics in the Sonnentag and Barnett [2013] and the present study is described later in this section). Sonnentag and Barnett (2013) hypothesized that an adolescent’s tendency to be a moral rebel would be associated with relatively high scores on a self-esteem measure, but relatively low scores on a need to belong measure. That is, possessing relatively high self-esteem and relatively low need to belong may provide adolescents with the “moral courage” to engage in positive, moral behaviors and avoid engaging in negative, immoral behaviors when confronted with social pressure to do otherwise.

The present study sought to extend research by Sonnentag and Barnett (2013) by examining if there are moral courage characteristics that motivate an individual to act on his/her moral identity to display general and situation-specific tendencies to be a moral rebel. The general moral courage characteristics examined in the present study include self-esteem, need to belong, self-efficacy, assertiveness, and social vigilantism.² The rationale for the inclusion of each of these moral courage characteristic variables as a potential motivator of adolescents’

tendencies to stand up for their moral values and beliefs despite social pressure not to do so are briefly described below.

Self-Esteem

Self-esteem is broadly defined as having a favorable attitude toward the self (Rosenberg, 1989) or as having confidence in one's own abilities and beliefs (Blascovich & Tomaka, 1991). Given these definitions, it was hypothesized that adolescents who have relatively favorable attitudes toward themselves and/or have heightened confidence in their abilities and beliefs would be especially likely to act on their moral identities to stand up for their beliefs and values in the face of conformity pressures not to do so.

Research has demonstrated that adolescents with high self-esteem are more self-confident in the face of social pressure than adolescents with low self-esteem. Specifically, adolescents with high self-esteem are more likely to resist peer pressure to engage in inappropriate behaviors than adolescents with low self-esteem (Bamaca & Umana-Taylor, 2006; Dielman, Campanelli, Shope, & Butchart, 1987). In essence, adolescents with relatively high levels of self-esteem may have more confidence than their lower self-esteem counterparts to adhere to their own beliefs and values, and to resist conformity pressures to behave otherwise. For example, adolescents with relatively high self-esteem are more likely to either abstain from drinking alcohol or resist engaging in harmful drinking behaviors (e.g., binge drinking with peers), than their lower self-esteem counterparts (Lewis, Phillippi, & Neighbors, 2007; Luhtanen & Crocker, 2005).

In a related study, Dielman et al. (1987) found that self-esteem was positively correlated with middle school students' resistance to peer pressure. Specifically, the higher an adolescent's self-esteem, the less frequently he/she reported engaging in negative behaviors with peers (e.g., smoking, skipping school, lying). This research suggests that high self-esteem may be one

important factor predicting individuals' tendencies to resist engaging in inappropriate behavior despite social pressures to behave otherwise.

Previous research provides evidence that high self-esteem is not only associated with resisting inappropriate or immoral behaviors, but with engaging in appropriate or moral behaviors. For example, Turetsky (2011) found that self-esteem is a significant, positive predictor of self-reported prosocial bystander intervention behavior and self-reported prosocial problem solving behavior in response to hypothetical bullying situations (e.g., "For students who are being bullied, I do things to support or help them"; p. 50).

Further, Sonnentag and Barnett (2013) found a positive relationship between early adolescents' (Study 1) and late adolescents' (Study 2) self-esteem and their tendency to stand up for what they believe is right despite conformity pressures to behave otherwise. The positive relationship between self-esteem scores and moral rebel scores is consistent with the contention that the more confidence adolescents have in their worth and abilities, the greater their tendencies will be to do the right thing despite conformity pressures not to do so. Given these findings, the present study examined the extent to which self-esteem serves as a moral courage characteristic that encourages adolescents to act on their moral identities to display the general and situation-specific tendencies to be moral rebel (see Method section for a description of the self-esteem measure).

Need to Belong

Another moral courage characteristic that may encourage adolescents to act on their moral identities and display the tendency to be a moral rebel is a (low) need to belong. The need to belong reflects the human need to form and maintain interpersonal relationships in order to feel that one fits in (Baumeister & Leary, 1995).

Research suggests that individuals differ in their need to belong, such that some individuals will go to great lengths (e.g., change behavior, fake a belief) to fit in, while others simply have little desire to be part of a group (Brown, Eicher, & Petrie, 1986). Although, peer groups can provide adolescents with an environment to learn appropriate behaviors, some adolescents' high need to belong may contribute to their lack of resistance to the negative behavioral norms of their peer group (Allen, Chango, Szewedo, Schad, & Marston, 2012; Hops, Andrews, Duncan, Duncan, & Tildesley, 2000). Given that a moral rebel is not motivated to change his/her beliefs or values just to fit in, a low need to belong may be one factor contributing to an individual acting on his/her moral identity to stand up for what he/she believes despite conformity pressures to comply.

Sonnentag and Barnett (2013) found that adolescents' tendencies to be a moral rebel were associated with relatively low need to belong scores (for the 1-item self rating in Study 1 and the self [scale] rating in Study 2). This negative relationship between early and late adolescents' tendencies to be a moral rebel and their need to belong suggests that individuals who have a heightened tendency to be a moral rebel are unlikely to dismiss their beliefs simply to "fit in with the crowd." The relationship between (low) need to belong and the tendency to be a moral rebel is particularly noteworthy in an adolescent sample because adolescence is typically marked by a strong desire to acquire and maintain friendships and friendship groups (Harold, Colarossi, & Mercier, 2007). Despite the heightened importance of peers during adolescence, for those with relatively strong tendencies to be a moral rebel, doing what they believe is "right" may be a higher priority than fitting in with a peer group. Extending the research by Sonnentag and Barnett (2013), the present study examined the extent to which adolescents' (low) need to belong provides them the "moral courage" necessary to act on their moral identities and display the

general and situation-specific tendencies to be a moral rebel (see Method section for a description of the [low] need to belong measure).

Self-Efficacy

The decision to stand up for what one believes is right despite conformity pressures not to do so may partly depend on an individual's sense of self-efficacy. Self-efficacy has been defined as an individual's sense of competence to succeed at completing a task or reaching a goal (Bandura, 1996, 2001) and has been shown to play an important role in how an individual approaches challenges in everyday life (Bandura, 1996).

The moral courage characteristic of self-efficacy is an important variable to examine with regards to adolescents' tendencies to be a moral rebel because self-efficacy beliefs influence not only what skills individuals perceive themselves to have, but also what they believe they *can do* with the skills they possess (see Sekerka & Bagozzi, 2007). Such beliefs can affect an individual's confidence to persevere in the face of difficulty and to do what he/she believes to be moral. In fact, Graziano and Eisenberg (1994) have argued that individuals are unlikely to engage in positive or prosocial actions unless they believe their behaviors will be effective. Consistent with the idea that heightened self-efficacy may provide the courage to use one's skills effectively, research by Gini, Albiero, Benelli, and Altoe (2008) has demonstrated that social self-efficacy scores can distinguish between students who tend to stand up for their bullied or victimized classmates and students who remain passive bystanders when bullying or victimization occurs. In similar research by Pöyhönen, Juvonen, and Salmivalli (2010), adolescents who felt incapable of standing up for a bullied peer were found to be unlikely to intervene in a bullying situation on behalf of a vulnerable peer. Further, Pöyhönen et al.'s (2010) research demonstrated that the reputation of being a defender of victimized classmates was

associated with a strong sense of self-efficacy in an adolescent sample. The research by Gini et al. (2008) and Pöyhönen et al. (2010) suggests that individuals who perceive that they can succeed at doing the right thing by defending a victimized classmate are more likely to take action on behalf of that classmate than individuals who perceive that they will not succeed.

Self-efficacy beliefs have also been examined as a predictor of individuals' self-reported willingness to intervene against norm violations. For example, Baumert, Halmburger, and Schmitt (2013) showed that college students' self-efficacy scores were associated with their self-reported intentions to intervene in a theft. Despite the research linking self-efficacy to various types of prosocial behaviors, no research to date has examined whether self-efficacy is specifically associated with individuals' tendencies to be a moral rebel. Consequently, the present study examined the extent to which self-efficacy serves as a moral courage characteristic motivating adolescents to act on their moral identities to display the general and situation-specific tendencies to be moral rebel (see Method section for a description of the self-efficacy measure).

Assertiveness

Individuals who “dare” to take a principled stand against the status quo because complying, staying silent, or simply going along would compromise their values likely possess a certain level of assertiveness. Individuals differ in their beliefs about the difficulty of responding assertively in conformity situations, as some individuals tend to perceive that they have the ability to respond assertively (i.e., in a “strong and calm” manner) to the situation, whereas others do not (see Frey, Hirschstein, Edstrom, & Snell, 2009).

Heightened assertiveness has been found to be associated with children's willingness to mobilize themselves to intervene on another child's behalf, by protecting and defending others

(Larrieu & Mussen, 2001) and by engaging in comforting, sharing, or helping behaviors (Barrett & Yarrow, 1977). Further, heightened assertiveness in childhood has been found to be associated with greater feelings of social responsibility to do the right thing through acting prosocially (O'Connor & Cuevas, 1982).

Although the link between assertiveness and the tendency to be a moral rebel has not yet been directly examined in psychological research, the development of assertiveness in youth (oftentimes through intervention programs) has been shown to be positively associated with resisting peer pressure to engage in various negative behaviors, such as using drugs and alcohol (Harmon, 1993; Scheier, Botvin, Diaz, & Griffin, 1999) and engaging in sexual activity (Howard & McCabe, 1990). For example, in one study (Frey et al., 2009) examining the effectiveness of an intervention program to reduce bullying, adolescents in the intervention-experimental group reported better resistance strategies when faced with a bully (and a reduction in bullying and victimization) as their ability to respond assertively increased. The relation between assertiveness and bullying was not found in the no intervention control condition (Frey et al., 2009). These results suggest that heightened assertiveness may provide adolescents with the “moral courage” needed to stand up for themselves (and their beliefs) when faced with conformity pressures not to do so. Because a moral rebel is not motivated to passively ignore violations of his/her beliefs and values, assertiveness may be one moral courage characteristic variable contributing to motivating an adolescent to stand up for his/her beliefs and values despite social pressure not to do so. The present study examined the extent to which assertiveness in adolescents is a factor providing them the “moral courage” to act on their moral identities and to display the general and situation-specific tendencies to be a moral rebel (see Method section for a description of the assertiveness measure).

Social Vigilantism

A moral rebel was defined earlier as an individual who stands up for what he/she believes is right despite the behavior of others (Monin et al., 2008). A factor potentially motivating a moral rebel's actions may be his/her tendency to engage in social vigilantism. Social vigilantism is a relatively new individual difference variable that describes an individual's tendency to impress his/her beliefs onto others because he/she perceives those beliefs to be superior to those of others (see Saucier & Webster, 2010).

In the first series of studies on social vigilantism, Saucier and Webster (2010) demonstrated that when confronted with others' beliefs, individuals scoring higher on social vigilantism engaged in a variety of behaviors to defend their beliefs, including engaging in greater levels of counterarguing. Subsequent research on social vigilantism has revealed that the effect of social vigilantism on individuals' defense of their beliefs emerged even after controlling for participants' levels of argumentativeness, attitude strength, topic importance, and dogmatism (Saucier, Webster, & Hoffman, manuscript in preparation). That is, some individuals may simply have a heightened propensity to voice their beliefs to others, not to cause trouble or start confrontation, but to educate others about their "superior" beliefs.

The effects of social vigilantism reported above have been demonstrated across various social-political-moral topics (e.g., sex education, war in Iraq, constitutional rights of pornographers, Saucier et al., manuscript in preparation; beliefs about god, resolution of moral conflicts, Saucier, Sonnentag, Webster, Strain, & McManus, manuscript in preparation). The research conducted to date on social vigilantism suggests that heightened social vigilantism may provide individuals with the courage to voice their beliefs and values to others despite the presence of conflict (e.g., when presented with others' dissonant beliefs). Because moral rebels stand up for their beliefs and values in the face of social pressure to do otherwise, social

vigilantism may be one factor motivating their behavior. Consequently, social vigilantism was included in the present study as a potential moral courage characteristic motivating adolescents to act on their moral identities and to display the general and situation-specific tendencies to be a moral rebel (see Method section for a description of the social vigilantism measure).

Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel

Researchers have argued that there might be more than one general tendency to be moral, and that morality can be demonstrated in a “multiplicity of ways” (Flanagan, 1991, p. 332) and in a multiplicity of situations or contexts. Acknowledging that morality can be displayed in various ways and in various contexts, the present study examined three possible expressions of the tendency to be a moral rebel: caring, just, and brave.³

Although there may be many categorical distinctions of how one can be moral, the caring (Nodings, 1984), just (Rawls, 1971), and brave (Miller, 2000) categories of morality find support in the philosophical and psychological literatures. For example, researchers (see Fagin-Jones & Midlarsky, 2007; Walker & Hennig, 2004) argue that the distinction among the caring, just, and brave displays of morality reflect the diverse ways in which our society’s moral icons have acted on their moral beliefs. Specifically, Walker and Hennig (2004) argue that Mother Teresa’s selfless care for the disadvantaged, Martin Luther King Jr.’s pursuit of social justice, and Oskar Schindler’s courageous protection of Jews during the Holocaust can broadly (albeit, loosely) represent the caring, just, and brave moral distinction, respectively.

Clearly, there are flaws in *strictly* categorizing Mother Theresa, Martin Luther King Jr., and Oskar Schindler as caring, just, and brave moral exemplars, respectively. For example, although Mother Theresa, Martin Luther King Jr., and Oskar Schindler may have predominately displayed caring, just, or brave moral behaviors, respectively; their moral behaviors may not

exclusively reflect only one category. Specifically, although Oskar Schindler's protection of Jews during the Holocaust has been characterized as predominately brave, his behavior has also been characterized as reflecting some degree of caring and justice (see Fagin-Jones & Midlarsky, 2007). Despite the possible limitations in categorizing how one can be moral, Walker and Hennig (2004) argue that examining the specific ways in which morality can be demonstrated, such as in the caring, just, and brave distinction of moral behavior, can "provide a fuller and more balanced view of moral excellence" (p. 643) than only studying individuals' general tendencies to be moral.

example, in a series of studies, Walker and Hennig (2004) found that people could meaningfully distinguish between caring, just, and brave moral individuals, as they attributed a distinct set of moral qualities to each type of moral individual. More specifically, the qualities participants attributed to caring moral individuals reflected the interpersonal characteristics of warmth, empathy, attentiveness to others, and thoughtfulness. The qualities attributed to just moral individuals were those reflecting fairness, objectivity, and open-mindedness. Finally, brave moral individuals were thought to display the qualities of physical risk taking, lack of fear, and dominance (Walker & Hennig, 2004).

Subsequent research by Osswald, Greitemeyer, Fischer, and Frey (2010) has linked the caring, just, and brave qualities found by Walker and Hennig (2004) to individuals' willingness to engage in actual caring, just, and brave moral behaviors, respectively. Specifically, in one study, Osswald et al. (2010) examined whether the activation of the "just" interpersonal qualities identified by Walker and Hennig (2004) would influence "justice-related" moral behavior but not influence caring-related moral behavior (Study 5). After activating just interpersonal qualities (by having participants compare themselves to an ideally just person) or neutral qualities (by

having participants compare themselves to the average supermarket shopper), participants were asked if they would be willing to participate in a group discussion. Participants were either presented with a “justice” or “caring” group discussion. The justice-related discussion focused on the opportunity to display “just behavior” (standing up to “young right-wing extremist delinquents who were in prison because they had committed offenses against foreigners”), whereas the caring-related discussion focused on the opportunity to display “caring behavior” (helping a group of “polite” high school students who were in need of members to join their discussion group). Results revealed that participants for whom the just qualities were activated were more willing to participate in the justice-related group discussion than the caring-related group discussion. In contrast, when the neutral qualities were activated, participants were more likely to participate in the caring-related than the justice-related group discussion.

Given the research by Walker and Hennig (2004) and Osswald et al. (2010), the present study examined three possible situation-specific tendencies to be a moral rebel: caring, just, and brave. Three distinct scenarios, developed for use in this study, helped test the extent to which situation-relevant moral courage characteristic variables (assessed by self-report measures) provide adolescents the motivation to act on their moral identities (assessed by the self scale rating) to display the caring, just, and brave situation-specific tendencies to be a moral rebel (as assessed by scenario responses; see Table 2 once again for the variables measured in the present study to predict the caring, just, and brave situation-specific tendencies to be a moral rebel).

***Situation-Specific Moral Courage Characteristics Potentially Associated with the
Situation-Specific Tendencies to be a Moral Rebel***

As noted earlier, Sonnentag and Barnett (2013) proposed that in addition to possessing a moral identity, the tendency to be a moral rebel might involve possessing moral courage

characteristics that encourage an individual to stand up for his/her moral values and beliefs despite social pressure not to do so. In the present study, it was hypothesized that there are moral courage characteristics that are “especially” relevant to the situation-specific tendencies to be a moral rebel. That is, there may be moral courage characteristics that are important for predicting the tendency to be a moral rebel in some situations but not others.

One lesson learned from the person-situation debate in psychology (Stewart & Barrick, 2004) is that traits do not predict behavior across *all* situations. Some traits or dispositions may be particularly relevant for predicting behavior in some situations, whereas other traits or dispositions may be relevant for predicting behavior in other situations. For example, dominance is especially likely to be expressed in and predictive of a competitive athletic performance, whereas intelligence is especially likely to be expressed in and predictive of an academic performance (Kenrick, McCreath, Govern, King, & Bordin, 1990). Thus, a particular trait or disposition may be especially important for predicting behavior when the trait is relevant to the situation. An example within the moral domain is demonstrated in the research by Osswald et al. (2010) reported earlier. In this research, “just” qualities (e.g., fair, principled) were associated with justice-related moral behavior, but not associated with caring-related moral behavior.

Consequently, the present study examined if certain situation-specific moral courage characteristics are associated with the different ways in which adolescents may act on their moral identities and display situation-specific tendencies to be a moral rebel. Specifically, the present study examined the extent to which the situation-specific moral courage characteristics heighten adolescents’ motivation to act upon their moral identities to display the caring, just, or brave situation-specific tendencies to be a moral rebel. The situation-specific moral courage characteristics examined in the present study included empathic concern as a potential motivator

of the caring expression of the tendency to be a moral rebel, justice sensitivity as a potential motivator of the just expression of the tendency to be a moral rebel, and willingness to take action in physically dangerous situations as a potential motivator of the brave expression of the tendency to be a moral rebel.⁴ The rationale for the inclusion of each situation-specific moral courage characteristic as a potential trigger of adolescents' willingness to act on their moral identities to display the tendency to be a moral rebel in the relevant setting is briefly described below.

Empathic Concern as a Situation-Specific Moral Courage Characteristic Motivating the Caring Situation-Specific Tendency to be a Moral Rebel

Empathic concern refers to an other-oriented emotional response that results from the understanding and experiencing of another's emotional state (Eisenberg, Spinrad, & Sadovsky, 2004), or simply stated, the vicarious experiencing of another's emotions (Barnett, 1987). The vicarious experiencing of another's emotions (or empathic concern) is said to convey information about the degree to which an individual values (i.e., has warmth, compassion, and concern for) another person's welfare (Batson, Turk, Shaw, & Klein, 1995) and is willing to provide help to the needy other. For example, Batson et al. (1995) found that relatively high empathic concern scores were associated with greater self-reports of caring for and valuing of others in need.

Individuals who score relatively high on empathic concern have been found to be more likely to care for and provide help to others in need than individuals who score relatively low on empathic concern (see reviews by Batson, Eklund, Chermok, Hoyt, & Ortiz, 2007; Davis, 1994; Eisenberg & Miller, 1987; Graziano, Habashi, Sheese, & Tobin, 2007; Unger & Thumhuri, 1997). In Barr and Higgins-D'Alessandro's (2007) research on the relation between empathic concern and the helpful behaviors of adolescents, results revealed that relatively high levels of

empathic concern were related to a greater willingness to provide assistance to peers and teachers at school (e.g., carrying others' belongings).

Empathic concern has also been linked with adolescents' increased motivation to "do the right thing" by coming to the aid of a peer who has been bullied. For example, Nickerson, Mele, and Princiotta (2008) examined the role of empathic concern in predicting adolescents' willingness to assist (i.e., help and comfort) the victims of bullying. Results revealed that adolescents who had heightened empathic concern scores were more likely to intervene in bullying situations to provide help to and comfort for their classmate-victims. Further, empathic concern has been linked with more positive ("pro-victim") attitudes towards individuals who are victimized during bullying situations. For example, Ireland (1999) found that heightened empathic concern scores were associated with an increased "readiness to give support, at least verbal support, to children who were victimized by bullies" (p. 52).

Overall, research shows that empathic concern is related to prosocial outcomes such as helping and caring about the welfare of others (Batson et al., 2007; Midlarsky, Fagin-Jones, & Corley, 2005). Given the impact of empathic concern on helping and the valuing of others' welfare, empathic concern may be one situation-specific moral courage characteristic contributing to motivating individuals' tendencies to be a moral rebel in a social setting in which the care for or comforting of others is needed. The present study examined the extent to which adolescents' empathic concern is a situation-specific factor providing them the "moral courage" to act on their moral identities and to display the caring tendency to be a moral rebel (empathic concern should be relatively less important for motivating the display of the just and brave tendencies to be a moral rebel; see Method section for a description of the empathic concern measure).

Justice Sensitivity as a Situation-Specific Moral Courage Characteristic Motivating the Just Situation-Specific Tendency to be a Moral Rebel

Individuals differ in their sensitivity to moral norm violations or injustices (Lotz, Okimoto, Schlösser, & Fetchenhauer, 2011; Lovas & Wolt, 2002). Because moral rebels are not inclined to tolerate violations of their moral beliefs and values, the degree of sensitivity to injustices may be a factor motivating them to act on their moral identities to stand up for their beliefs and values in situations where treatment of others is not fair or just. The sensitivity to perceive and respond to moral norm violations or injustices has been termed “justice sensitivity” (Schmitt, Gollwitzer, Maes, & Arbach, 2005). The concept of justice sensitivity was introduced by Schmitt et al. (2005) to describe individuals’ readiness to perceive and respond to injustices. Researchers (see Baumert, Gollwitzer, Staubach, & Schmitt, 2011; Schmitt, Neumann, & Montada, 1995) have found that individuals who score relatively high on justice sensitivity perceive a greater number of situations as morally unjust, report increased emotional intensity and rumination in response to an injustice, and demonstrate a heightened willingness to remedy (or take action as a result of) the perceived injustice. Heightened justice sensitivity has also been found to enhance individuals’ “perceptual readiness” to recognize violations of justice norms (Schmitt, Baumert, Gollwitzer, & Maes, 2010, p. 212). This enhanced perceptual readiness contributes to an increased willingness to share resources and rewards with (Fetchenhauer & Hauang, 2004; Gollwitzer, Schmitt, Schalke, Maes, & Baer, 2005) and to cooperate with the individual who is disadvantaged as a result of the injustice (Gollwitzer, Rothmund, Pfeiffer, & Ensenbach, 2009).

In addition to the relationship between justice sensitivity and prosocial behaviors, justice sensitivity has also been found to be predictive of individuals’ willingness to intervene in unjust situations. For example, in a study examining individuals’ willingness to intervene against norm

violators, Baumert et al. (2013) investigated if justice sensitivity predicted participants' intervention during a theft. After completing a self-report measure of justice sensitivity, participants observed a research confederate, posing as a participant, steal a cell phone that appeared to belong to a previous participant. The confederate then recorded whether the participant intervened (i.e., protested the theft) or not. Results indicated that justice sensitivity positively predicted participants' willingness to intervene in the theft (Baumert et al., 2013). Researchers have also examined the "need for social justice" as a potential predictor of adolescents' willingness to resist peer pressure to bully peers, and to defend the victims of bullying. For example, Cappadocia, Pepler, Cummings, and Craig (2012) examined if adolescents' need for social justice predicted their active (versus passive) bystander response to bullying situations. Results demonstrated that adolescents' active bystander behavior (i.e., intervening in bullying situations on behalf of a victim) was predicted by their heightened need for social justice.

Given the research on justice sensitivity's ability to predict individuals' willingness to remedy perceived injustices (see Baumert et al., 2011), justice sensitivity was included in the present study as a potential situation-specific moral courage characteristic motivating adolescents to act on their moral identities to display the tendency to be a moral rebel in a situation where justice is violated (justice sensitivity should be relatively less important in motivating the caring and brave tendencies to be a moral rebel; see Method section for a description of the justice sensitivity measure).

Willingness to Take Action in Physically Dangerous Situations as a Situation-Specific Moral Courage Characteristic Motivating the Brave Situation-Specific Tendency to be a Moral Rebel

At times, standing up for one's beliefs and values, despite conformity pressures to comply, may require "being brave" and facing a potentially physically dangerous situation.

Therefore, the willingness to take action in physically dangerous situations may be an especially relevant predictor of adolescents' brave situation-specific tendency to be a moral rebel.

Theoretically, the concept of bravery has been well defined in the literature. Pury, Kowalski, and Spearman (2007) defined bravery as “voluntarily acting, perhaps even fearfully, in a potentially dangerous circumstance...in an effort to obtain or preserve some perceived good for one self or others recognizing that the desired perceived good may not be realized” (p. 101). Putting oneself in “harm’s way” (Becker & Eagly, 2004; Eagly & Becker, 2005) and a “willingness to act” (Gibson, Hogan, Stahura, & Jackson, 2007; Woodard & Pury, 2007) are common characteristics of bravery. For example, when examining the factor structure of an adult self-report bravery scale, Woodard and Pury (2007) found one factor’s loading to reflect a “willingness to act” in physically threatening situations (e.g., go to war for country, confront abusive parent).

Although the potential for harm, as a result of taking action in a threatening situation, is a common quality associated with the idea of bravery, empirical research examining brave behaviors is limited, especially in adolescents. The extant research on brave behaviors has focused primarily on examining qualities associated with adult physically dangerous occupations. For example, researchers (see Donnay & Borgen, 1996; Fannin & Dabbs, 2003; Wagner, Martin, & McFee, 2009) have shown that various individual difference variables are related to the “brave occupations” of rescue workers, like firefighters and emergency medical technicians (EMTs). Specifically, high levels of being “physically fearless” (Fannin & Dabbs, 2003) and the willingness to take physical risks (Donnay & Borgen, 1996) were found to be associated with being a firefighter. Other studies have shown that EMTs tend to be “action-oriented,” despite the potential physical dangers of their jobs (Wagner et al., 2009, p. 7).

Despite the limited empirical research on bravery with adolescents, reports of adolescent brave behaviors are available through various media outlets. One such outlet is the Carnegie Hero Medal Award Commission that maintains records of adolescents who have been recognized for willingly taking action in physically dangerous situations in order to do the right thing (Carnegie Hero, 2013). For example, one 12-year-old female Carnegie Hero Metal award winner was recognized for pulling her disabled grandfather to safety after a fire broke out in the family's home (Carnegie Hero, 2013). Another recipient was a 14-year-old male who lost his life after saving an unconscious woman when her vehicle was about to be struck by a train at a railroad crossing (Carnegie Hero, 2013). Yet another adolescent Carnegie Hero Medal recipient bravely faced a mountain lion to save a child who was being viciously attacked (Carnegie Hero, 2013). These cases are only a few examples of instances in which adolescents willingly took action in physically dangerous situations to do the right thing.

Overall, the definition of bravery, the existing research on brave occupations, and the reports of real-life brave behaviors enacted by adolescents suggest that examining adolescents' willingness to take action in physically dangerous situations may be an important factor predicting their brave situation-specific tendencies to stand up for their beliefs and values despite social pressure not to do so. Consequently, the present study measured adolescents' willingness to take action in physically dangerous situations as a situation-specific moral courage characteristic motivating their willingness to act on their moral identities to display the brave situation-specific tendency to be a moral rebel (willingness to take action in physically dangerous situations should be relatively less important for motivating the caring and just tendencies to be a moral rebel; see Method section for a description of the willingness to take action in physically dangerous situations measure).

Overview and Purpose of the Present Study

In an attempt to further knowledge on the characteristics associated with the tendency to be a moral rebel, the present study systematically examined the combination of characteristics that may be associated with adolescents' general and situation-specific tendencies to resist pressures to conform in order to defend their own moral beliefs and values. Specifically, when examining adolescents' *general* tendencies to be a moral rebel, the present study sought to determine if (1) acceptable levels of internal reliability are achieved for the multi-item self-report measures of moral identity, the general moral courage characteristics, and the tendency to be a moral rebel, (2) self (1-item and scale), peer, and teacher ratings of *moral identity* are significantly positively inter-correlated, (3) self (1-item and scale), peer, and teacher ratings of the general *moral courage characteristic* construct are significantly positively inter-correlated, and (4) heightened levels of the *general* moral courage characteristics (as assessed by self [1-item and scale], peer, and teacher ratings) encourage adolescents' to act on their moral identities (as assessed by self [1-item and scale], peer, and teacher ratings) to display the tendency to be a moral rebel (as assessed by self [1-item and scale], peer, and teacher ratings).

When examining adolescents' *situation-specific* tendencies to be a moral rebel (assessed by scenario responses), the present study examined if (1) acceptable levels of internal reliability are achieved for the multi-item self-report measures of the situation-specific moral courage characteristics, (2) the *general* moral courage characteristics (as assessed by self-report measures) encourage individuals to act on their moral identities (as assessed by self-report measures only) to express the caring, just, and brave situation-specific tendencies to be a moral rebel, and (3) situation-specific moral courage characteristics (as assessed by self-report measures) serve to promote the specific ways in which adolescents may act on their moral identities to display the tendency to be a moral rebel (i.e., caring, just, and brave). That is, with

regard to (3), the present study examined if heightened levels of the situation-relevant moral courage characteristics (i.e., empathic concern, justice sensitivity, and willingness to take action in physically dangerous situations) provide individuals the motivation to act on their moral identities and to display a caring, just, or brave tendency to be a moral rebel, respectively.

Chapter 2 - Method

Participants

The participants consisted of 243 seventh- and eighth-grade students (154 females and 89 males) from public middle schools in central Wisconsin and western Kansas who ranged in age from 12.50 to 15.00 years ($M = 13.68$, $SD = 0.58$). The majority of participants identified their race/ethnicity as White (80.7%, $n = 196$) and reported the highest degree earned by one of their parents or legal guardians as being some type of postsecondary education (63.0%; see Appendix A for the Demographic Information form completed by participants). All participants had the written permission of a parent or legal guardian (see Appendix B) and were required to provide their own written assent prior to taking part in the study (see Appendix C).

Materials

All items on the following measures were rated on a scale from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*).

Measuring the General Tendency to be a Moral Rebel

Tendency to be a Moral Rebel

A nine-item self-report measure adapted from the Measure of Susceptibility of Social Influence (Bobier, 2002) assessed adolescents' tendencies to be a moral rebel (see Appendix D; this measure has been used in prior research assessing adolescents' tendencies to be a moral

rebel [see Sonnentag & Barnett, 2013]). This scale assesses the extent to which an individual refuses to go along with others' words or actions when doing so would conflict with what he/she believes to be morally correct (e.g., I am not afraid to stand up to others in order to defend my beliefs). The internal reliability of the initial nine-item scale ($\alpha = .59$) was unsatisfactory. The elimination of item seven yielded an internally consistent eight-item measure ($\alpha = .71$; [Scale]). After reverse scoring three negatively keyed items, participants' responses to the eight statements were averaged, with higher scores reflecting a greater tendency to be a moral rebel.

Peer, Self (1-item), and Teacher Ratings of the Tendency to be a Moral Rebel

In addition to the Tendency to be a Moral Rebel (Scale), a sociometric rating assessed peers' perceptions of each participant's desire to adhere to his/her beliefs and values in the face of conformity pressures not to do so (see Appendix E; this sociometric rating form has been used in prior research assessing adolescents' tendencies to be a moral rebel [see Sonnentag & Barnett, 2013]). Each participant rated each of his/her "same school year" classmates (following procedures similar to those of Parkhurst and Hopmeyer, 1998; Rose and Swenson, 2009; Sonnentag and Barnett, 2013) and him/herself (Self 1-Item) on the tendency to be a moral rebel. A participant's peer rating was calculated as the average of his/her same school year classmates' ratings (Peer Rating).

In addition to the peer and self ratings of participants' tendencies to be a moral rebel, a middle school teacher rated each adolescent participant on this characteristic using a form that was similar to the sociometric form (Teacher Rating; see Appendix F; teacher ratings have been used in prior research assessing adolescents' tendencies to be a moral rebel [see Sonnentag & Barnett, 2013]). Although middle school students have multiple teachers, a teacher who had considerable contact with the adolescents was contacted and agreed to provide these ratings.

Measuring the Situation-Specific Tendencies to be a Moral Rebel

Caring, Just, and Brave Tendencies to be a Moral Rebel

Three scenarios, written for use in this study, assessed adolescents' tendencies to be a moral rebel in a caring ($n = 65$; 20 males and 45 females), just ($n = 105$; 42 males and 63 females), and brave ($n = 73$; 27 males and 46 females) manner (see Appendices G, H, and I for the scenarios designed to allow for the display of caring, just, and brave situation-specific tendencies to be a moral rebel, respectively). Generally, the scenarios depict situations in which the protagonist is faced with a decision to do the right thing, by being caring (i.e., helping distraught peers), just (i.e., disobeying an authority figure in order to be honest), or brave (i.e., intervening in a situation that could threaten one's physical safety), despite social pressure not to do so.

After reading one of the scenarios, participants were asked to indicate the extent to which their response to the scenario would be similar to three peers about their age from another school. The participants were led to believe that the peers described were interviewed by the researcher as part of a "previous investigation" (additional information about the procedure can be found in the Procedures section, see pp. 42-43). In addition, participants were asked to respond to three statements assessing what they would *think* and *do* in the situation (see Appendices J, K, and L). In a between-subjects design, participants were presented with one scenario and the associated response options on a legal-sized sheet of paper.

Measuring the Components of the General and Situation-Specific Tendencies to be a Moral Rebel

Moral Identity (Scale)

The importance of possessing moral qualities to an adolescent's sense of self or identity was measured using an adaptation of Harter and Monsour's (1992) Good Self Assessment scale ($\alpha = .73$; see Appendix M). This scale includes eight pairs of adjectives reflecting moral qualities. Participants were asked to rate the extent to which possessing each pair of moral qualities is important to their sense of self or identity (that is, the characteristics are personally important to them as a person). Scores on the eight pairs of qualities were averaged with a higher score reflecting greater importance of moral characteristics to an adolescent's identity.

Peer, Self (1-item), and Teacher Ratings of Moral Identity

In addition to the Moral Identity (Scale), a sociometric rating form assessed peers' perceptions of each participant's tendency to possess a moral identity (see Appendix N). The eight pairs of moral qualities from the Moral Identity (Scale) measure (see Appendix M) were used to describe the concept of moral identity to the adolescents. Each participant was asked to rate each of his/her same school year classmates and him/herself (Self [1-Item]) on the tendency to possess moral qualities that are important to whom he/she is as a person. A participant's peer rating of moral identity was calculated as the average of his/her same school year classmates' ratings (Peer Rating).

In addition to the Self (1-Item) and Peer Ratings of participants' moral identity, a middle school teacher was asked to rate each adolescent participant on this tendency using a form that was similar to the sociometric form rating (see Appendix O). The same teacher who provided ratings of the adolescents' tendencies to be a moral rebel was asked to provide the ratings of the adolescents' moral identity (Teacher Rating).

Measuring the General Moral Courage Characteristic Variables

Self-Esteem

Adolescents' self-esteem ($\alpha = .87$) was measured using Rosenberg's (1989) 10-item Self-Esteem Scale (see Appendix P). Scores on the items were averaged after reverse-scoring the five negatively keyed items. A higher self-esteem score reflects a more positive evaluation of one's worth or value.

(Low) Need to Belong

Adolescents' need to belong ($\alpha = .74$) was measured using six items adapted from the Measure of Belongingness (Lee & Robbins, 1995; see Appendix Q). Scores on these items were averaged after reverse-scoring the two negatively keyed items. Scores were keyed such that a higher score reflects a lack of desire to fit in or feel part of a crowd or group.

Self-Efficacy

Adolescents' self-efficacy ($\alpha = .86$) was measured using Chen, Gully, and Eden's (2001) eight-item Self-Efficacy scale (see Appendix R). Scores on these items were averaged, with a higher score on this measure reflecting greater confidence that one can achieve desired outcomes.

Assertiveness

Adolescents' assertiveness ($\alpha = .76$) was measured using the eight-item Defense of Rights and Interests subscale of the Adolescent Assertiveness Scale (Lorr & More, 1980; see Appendix S). Scores on these items were averaged after reverse-scoring the four negatively keyed items. A higher assertiveness score reflects a greater tendency to express one's beliefs or feelings to others.

Social Vigilantism

Adolescents' social vigilantism ($\alpha = .90$) was measured using Saucier and Webster's (2010) 14-item Social Vigilantism scale (see Appendix T). Scores on these items were averaged, with a higher score reflecting a heightened tendency to express one's beliefs to others because he/she perceives those beliefs to be superior to others' beliefs.

Peer, Self (1-item), and Teacher Ratings of Moral Courage Characteristics

In addition to the questionnaires measuring the general moral courage characteristics that may trigger adolescents' tendencies to be a moral rebel, a sociometric rating form assessed peers' perceptions of each participant's tendency to possess "moral courage characteristics" (see Appendix U). Moral courage characteristics were described as the qualities that help transform one's moral beliefs into actions. Specifically, all of the general moral courage characteristics measured to predict adolescents' tendencies to be a moral rebel (i.e., the constructs of self-esteem, [low] need to belong, self-efficacy, assertiveness, and social vigilantism) were used to inform the adolescents of the concept of "moral courage characteristics" (see instructions for this measure in Appendix U). Each participant was asked to rate each of his/her classmates and him/herself (Self [1-item]) on the extent to which he/she possesses moral courage characteristics. A participant's peer rating of the tendency to possess moral courage characteristics was calculated as the average of his/her same school year classmates' ratings (Peer Rating).

In addition to the Self (1-Item) and Peer ratings of participants' tendencies to possess moral courage characteristics, a middle school teacher was asked to rate each participant on this tendency using a form that was similar to the sociometric rating form (see Appendix V). The same teacher who provided ratings of the adolescents' tendencies to be a moral rebel and to possess a moral identity was asked to provide the ratings of the adolescents' tendencies to possess moral courage characteristics (Teacher Rating).

Measuring the Situation-Specific Moral Courage Characteristics Potentially Associated with the Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel

Caring: Empathic Concern

Adolescents' tendencies to empathize with others was measured using the seven-item Empathic Concern subscale ($\alpha = .76$) from the Interpersonal Reactivity Index (Davis, 1994; see Appendix W). Scores on these items were averaged after reverse-scoring the three negatively keyed items. A higher empathic concern score reflects a heightened tendency to vicariously experience another's emotional state.

Just: Justice Sensitivity

The 10-item Observer subscale ($\alpha = .89$) of Schmitt et al.'s (2010) Justice Sensitivity scale was used to measure adolescents' tendencies to perceive injustices in social situations (see Appendix X). Scores on the items were averaged, with a higher score on this measure reflecting a heightened tendency to perceive that others are being disadvantaged, used, or treated unfairly.

Brave: Willingness to Take Action in Physically Dangerous Situations

Adolescents' willingness to take action in physically dangerous situations, wherein taking action has the potential to benefit another person and/or society in some manner, was measured using five items ($\alpha = .73$) adapted from Causey and Dubow's (1992) Coping with Physical Conflict measure for elementary school children (see Appendix Y). After reverse scoring the three negatively keyed items, scores on the five items were averaged, with a higher score reflecting a heightened willingness to take action in physically dangerous situations.

Additional Individual Difference Variable Assessed

Social Desirability

The 12-item ($\alpha = .71$) short form of the Crandall Social Desirability Test for Children (Crandall, Crandall, & Katkovsky, 1965) assessed an adolescent's tendency to give socially desirable responses to statements rather than his/her true views, opinions, or feelings (see Appendix Z). Scores on the items were averaged after reverse-scoring the six negatively keyed items. A higher score on this measure reflects an adolescent's tendency to provide socially desirable responses. Although this measure does not assess a general or situation-specific moral courage characteristic, it was included in the study because an adolescent who reports that he/she has the tendency to be a moral rebel may be responding in a socially desirable manner.

Procedure

University IRB approval was obtained prior to conducting the present study. After gaining approval from the middle school principals and classroom teachers, the parents/legal guardians of the seventh- and eighth-grade adolescents were provided with an informed consent document (see Appendix B). Parental permission forms were collected prior to the start of the study so that the sociometric and teacher rating forms could be prepared.

One female and one male experimenter conducted the data collection sessions in the adolescents' regular classrooms. At the beginning of each session, the first experimenter lead the participants to believe that they would be taking part in two separate and unrelated studies during a single 60-minute session. For the "first" study, participants were asked to help the researcher understand a little about themselves and their classmates by completing a series of questionnaires. The "second" study, conducted by the second experimenter, presumably focused on "different types of behaviors adolescents engage in" by having them rate their own actions and the actions of their classmates. The first experimenter explained that the two studies were being conducted together during a single session in order to be less disruptive to their regular

class schedules than two separate sessions. After this preliminary information was provided, the participants were asked if they had any questions.

The order that the materials were presented to the adolescent participants, as described below, is outlined in Table 3. First, after receiving an overview of the “first” and “second” studies, the adolescents completed the assent form (see Appendix C). After providing assent, the adolescents were asked to complete the brief Demographic Information form (see Appendix A). The first experimenter then explained the 6-point rating scale used throughout the study and gave the participants practice using the scale. After the adolescents were comfortable using the scale, the experimenter read the instructions at the top of the first questionnaire, the Moral Identity (Scale) (see Appendix M), and allowed the adolescents to complete the measure on their own. Subsequently, the Peer (and Self [1-Item]) ratings of adolescents’ moral identity form (see Appendix N) were distributed to the adolescents. After describing the concept of moral identity to the participants (see instructions for this measure in Appendix N), each adolescent was allowed to complete the rating form on his/her own by rating him/herself and each of his/her classmates on the tendency to possess a moral identity. The participating middle-school teachers were mailed a similar rating form (see Appendix O) when the data collection sessions were *initially* scheduled, and they were asked to complete the form and return it to the first experimenter on the day of in-class data collection.

After completing the Peer (and Self [1-Item]) ratings of adolescents’ moral identity form, the adolescents were asked to complete a questionnaire containing a series of statements about themselves and their personalities. The questionnaire included “mixed” items from the measures of the general moral courage characteristic variables (i.e., Self-Esteem, [Low] Need to Belong,

Self-Efficacy, Assertiveness, and Social Vigilantism) as well as the items from the Social Desirability scale (see Appendix AA for the 58-item questionnaire presented to the participants). After completing this questionnaire, the Peer (and Self [1-Item]) rating of adolescents' tendencies to possess moral courage characteristics form was distributed to the adolescents (see Appendix U). The concept of moral courage characteristics was described to the adolescents (see instructions for this measure in Appendix U) and they were allowed to complete the form on their own by rating each of their classmates' tendencies and their own tendency to possess moral courage characteristics. The participating middle-school teachers were mailed a similar rating form (see Appendix V) when the data collection sessions were *initially* scheduled, and they were asked to complete the form and return it to the first experimenter on the day of in-class data collection.

Next, the adolescents completed a 17-item questionnaire containing items from the Empathic Concern and Justice Sensitivity measures (see Appendix BB for the questionnaire presented to participants) and the Willingness to Take Action in Physically Dangerous Situations Questionnaire (see Appendix Y).

After the adolescents completed the above measures, the first experimenter concluded the "first" study by thanking the adolescents and teachers. The first experimenter then introduced the second experimenter and allowed her to conduct the "second" study.

The second experimenter introduced the second study by describing how the adolescents would be asked to complete three different tasks. For the first task, the adolescents completed the Tendency to be a Moral Rebel (Scale) (see Appendix D). The second experimenter read the instructions at the top of the questionnaire out loud and then allowed the adolescents to respond to the statements on their own.

Participants were then asked to complete the Peer (and Self [1-Item]) rating of Adolescents' Tendencies to be a Moral Rebel Form (see Appendix E). After describing what a moral rebel is and is not (see instructions for this measure in Appendix E), each participant was allowed to complete the rating form on his/her own. On the day of in-class data collection, the participating middle-school teachers were given a similar rating form (see Appendix F) and were asked to complete the form at a day and time that was convenient for them and to return the form within one week of the in-class data collection session. A pre-addressed, pre-stamped envelope was provided to the participating teachers in order for them to mail their ratings of adolescents' tendencies to be a moral rebel back to the experimenters.

The participants were led to believe that, as part of a "previous investigation," the second experimenter interviewed many seventh- and eighth-grade students from different schools to determine how they would perceive and respond to various interpersonal situations (see Appendix CC for the cover story read to the adolescent participants). In the cover story, the second experimenter described that during the "previous investigation's" interviews, adolescents were asked three questions about how they would respond to various interpersonal situations: "If you were in this situation," (a) "would you consider it a moral situation?," (b) "would you feel that you should act in a particular way?," and (c) "how would you respond in this situation?" The participants were then told that the second experimenter had summarized the adolescents' responses to these questions for use in the present study. Subsequently, the participants were told that the experimenter had randomly chosen one situation for them to consider and three peers' responses to the situation. Further, the participants were told that each peer would be referred to by his/her initials in order to disguise each peer's full name and gender. The experimenter then read out loud one of the scenarios used to assess adolescents' tendencies to be

a moral rebel in either a caring, just, or brave manner (see Appendix G, H, and I, respectively). Following the scenario, participants were asked to complete a 6-item questionnaire. On the 6-item questionnaire (see Appendices J, K, and L), the participants rated the extent to which their reactions to the scenario would be similar to three peers who took part in the “previous investigation” (see items 1, 2, and 3 on the top of Appendices J, K, and L). In addition, participants were asked to respond to three statements assessing what they would *think* and *do* in each situation, as if they had been participants in the “previous investigation” (see items 4, 5, and 6 on the bottom of Appendices J, K, and L).

When participants completed these tasks, they were asked if they had any questions, thanked, and debriefed (see Appendix DD).

Chapter 3 - Results

General Tendency to be a Moral Rebel

Preliminary Analyses

To determine if there were any gender differences on the general tendency to be a moral rebel, independent samples *t*-tests were conducted for each rater category (i.e., Self [1-Item and Scale], Peer, and Teacher rating). Based on previous studies demonstrating no significant gender differences on the Self (1-Item), Peer, and Teacher ratings (Sonntag & Barnett, 2013) as well as no significant gender differences on the (Scale) ratings (Sonntag & Barnett, 2013; Sonntag & McDaniel, 2013) of the general tendency to be a moral rebel, it was predicted that no significant gender differences would emerge for the Self (1-Item and Scale), Peer, or Teacher ratings of adolescents’ general tendencies to be a moral rebel. As seen in Table 4, no gender differences were found on the Self (1-Item and Scale), Peer, or Teacher ratings of adolescents’ general tendencies to be a moral rebel.

Independent samples *t*-tests were also conducted to examine potential gender differences on the tendency to possess a moral identity for each rater category (i.e., Self [1-Item and Scale], Peer, and Teacher ratings). As presented in Table 5, females scored higher than males on the (Scale), Peer, and Teacher ratings of the tendency to possess a moral identity. No gender difference emerged on the Self (1-Item) rating of adolescents' tendencies to possess a moral identity (however, the direction of the means for males and females on the [1-Item] rating was consistent with the [Scale], Peer, and Teacher measures).

Further, independent samples *t*-tests were conducted to examine possible gender differences on the tendency to possess general moral courage characteristics as assessed by the Self [1-Item], Peer, and Teacher ratings as well as the (Scale) ratings of the five general moral courage characteristics (i.e., Self-Esteem, Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism). As seen in Table 6, males scored higher than females on the measures of Self-Esteem, Assertiveness, and Social Vigilantism. Only one gender difference emerged among the Self (1-Item), Peer, and Teacher ratings of adolescents' tendencies to possess general moral courage characteristics. Teachers rated females higher than males on the tendency to possess general moral courage characteristics.

Major Analyses – Correlations

One of the major purposes of the present study was to examine the extent to which the Self (1-Item and Scale), Peer, and Teacher agree on participants' general tendencies to be a moral rebel. Based on previous research demonstrating significant positive correlations among the Self (1-Item and Scale), Peer, and Teacher ratings (see Sonnentag & Barnett, 2013), it was predicted that Self (1-Item and Scale), Peer, and Teacher ratings of participants' general tendencies to be a moral rebel would be significantly positively inter-correlated. Consistent with

prediction, all inter-correlations were positive and significant for the entire sample (see Table 7) and when males and females were considered separately (see Table 8).

Correlations among the Self (1-Item), Peer, and Teacher ratings of participants' tendencies to (a) possess a moral identity and (b) possess general moral courage characteristics were also computed. It was predicted that the correlations among the Self (1-Item), Peer, and Teacher ratings of participants' tendencies to possess a moral identity and the correlations among the Self (1-Item), Peer, and Teacher ratings of participants' tendencies to possess general moral courage characteristics would be positive and significant. Results revealed that all of the correlations among the ratings of participants' tendencies to possess a moral identity were positive and significant for the entire sample (see Table 9) and when males and females were considered separately (see Table 10). Further, all of the correlations among the ratings of participants' tendencies to possess general moral courage characteristics were positive and significant for the entire sample (see Table 11) and when males and females were considered separately (see Table 12).

Correlations among scores on the tendency to possess a moral identity, the tendency to possess general moral courage characteristics, and the general tendency to be a moral rebel were calculated across the Self (1-Item), Peer, and Teacher ratings for the entire sample and for males and females separately. As seen in Table 13, the correlations among adolescents' tendencies to possess a moral identity, tendencies to possess general moral courage characteristics, and general tendencies to be a moral rebel were significant across the Self (1-Item), Peer, and Teacher ratings for the entire sample. This pattern of correlations also emerged when males (see Table 14) and females (see Table 15) were considered separately.

Major Analyses – Hierarchical Regressions

A series of hierarchical regression analyses were conducted to examine if relatively high levels of the tendency to possess general moral courage characteristics encouraged participants to act on their moral identities to display the general tendency to be a moral rebel. A separate regression analysis was conducted *across each* of the 1-item informant ratings (i.e., Self [1-Item], Peer, and Teacher ratings). In each of these regressions, gender and Social Desirability scores were included in the first step as covariates. The second step included scores on *one* of the informant ratings of adolescents' tendencies to possess a moral identity (e.g., Self [1-Item]) and to possess general moral courage characteristics (e.g., Self [1-Item]). Finally, Step 3 contained the product term carrying the interaction between the variable scores entered at Step 2. It was hypothesized that participants' general moral courage characteristics (as assessed by the Self [1-Item], Peer, and Teacher ratings) would motivate them to act on their moral identities (as assessed by the Self [1-Item], Peer, and Teacher rating) to display the general tendency to be a moral rebel (as assessed by the Self [1-Item], Peer, and Teacher rating).

The series of regressions (see Tables 16 - 18) were consistent in yielding significant main effects of the tendency to possess general moral courage characteristics (reflecting a positive relation between the tendency to possess general moral courage characteristics and the general tendency to be a moral rebel) for each of the Self (1-Item), Peer, and Teacher ratings. The regressions involving the Self (1-Item) rating and the Teacher rating (but not the Peer rating) yielded a significant main effect of moral identity (reflecting a positive relation between moral identity and the general tendency to be a moral rebel). One of the regressions (involving the Peer rating; see Table 17) revealed a significant interaction between moral identity and general moral courage characteristics in predicting the general tendency to be a moral rebel. Consistent with prediction, and as seen in Figure 1, simple slopes analyses revealed that the tendency to possess

general moral courage characteristics was positively associated with the general tendency to be a moral rebel, and this relationship was strongest at relatively high ($\beta = .820, t = 10.09, p < .001$) versus relatively low ($\beta = .631, t = 8.09, p < .001$) levels of moral identity.

To examine if relatively high levels of the (five) general moral courage characteristics encourage participants to act on their moral identities to display the general tendency to be a moral rebel, a series of hierarchical regression analyses were conducted using the Tendency to be a Moral Rebel (*Scale*) as the criterion measure. Separate regression analyses were conducted for *each* of the general moral courage characteristics (i.e., Self-Esteem, [low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism). In each of these regressions, gender and Social Desirability scores were included in the first step as covariates. Step 2 contained the Moral Identity (*Scale*) scores and *one* of the general moral courage characteristic scores (e.g., Self-Esteem). Finally, Step 3 contained the product term carrying the interaction between the Moral Identity (*Scale*) and the general moral courage characteristic (e.g., Self-Esteem) entered at Step 2.

As seen in Tables 19 - 23, the regressions consistently revealed a unique main effect of the general moral courage characteristics (i.e., Self-Esteem, [low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism). In only one regression (involving [Low] Need to Belong; see Table 20), did a unique main effect of the Moral Identity (*Scale*) emerge as a significant predictor of the general tendency to be a moral rebel (reflecting a positive relation between adolescents' moral identities and their general tendencies to be a moral rebel). Although not a primary purpose of the current study, an exploratory hierarchical regression analysis was conducted to test the *relative strength* of the general moral courage characteristics (i.e., Self-Esteem, [low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism) in

motivating individuals to act on their moral identities to display the general tendency to be a moral rebel. Because the general moral courage characteristics measured in the current study were expected to be correlated (see footnote 2), and these correlations can create unstable regression coefficients, zero-order correlations were calculated prior to conducting the “relative strength” regression to examine each general moral courage characteristic’s relationship with adolescents’ general tendencies to be a moral rebel (as assessed with [Scale] scores). Only the moral courage characteristics that demonstrated a significant zero-order relationship with the tendency to be a moral rebel were entered into the regression analysis to “compete” for variance in adolescents’ tendencies to be a moral rebel. As seen in Table 24, *all* of the general moral courage characteristics (i.e., Self-Esteem, [low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism) were significantly and positively associated with the general tendency to be a moral rebel and, therefore, *all* of the general moral courage characteristics were included in the “relative strength” regression.

In the “relative strength” regression, gender and Social Desirability scores were included at Step 1. Step 2 contained scores on the Moral Identity (Scale) and *all* of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism). Finally, Step 3 contained the product terms carrying the interactions between Moral Identity (Scale) and *each* general moral courage characteristic entered at Step 2. In this exploratory regression, it was hypothesized that the Moral Identity (Scale) would emerge as a significant predictor of adolescents’ general tendencies to be a moral rebel, as possessing a strong moral identity was hypothesized to be a component of the tendency to be a moral rebel. What was exploratory in this regression was the *relative importance* of the general moral courage characteristics in motivating individuals to act on their moral identities to display the

general tendency to be a moral rebel. No predictions were made concerning *which* general moral courage characteristic(s) would emerge as significant motivator(s) of the adolescents' tendencies to act on their moral identities to display the general tendency to be a moral rebel. As seen in Table 25, results revealed a significant unique relationship between adolescents' tendencies to be a moral rebel and (Low) Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism. For clarity, Table 26 displays a summary of the significant predictors found to be associated with the Self (1-Item and Scale), Peer, and Teacher ratings of participants' general tendencies to be a moral rebel reported in the major analyses above.

Situation-Specific Tendencies to be a Moral Rebel

To examine participants' situation-specific tendencies to be a moral rebel, *two* criterion variables were used to assess participants' responses to the scenarios designed to measure their tendencies to be a moral rebel in a caring, just, and brave manner (see Appendices J, K, and L, respectively). First, with regard to the scenario responses asking participants to indicate the extent to which they agreed that they “would think and act in a similar way to three peers about their age from another school” (see items 1, 2, and 3 on the top sections of Appendices J, K, and L), the analyses focused on participants' responses to the “third peer” (i.e., Think and Act in a Similar Way). The third peer's response is the “critical response” as it explicitly describes the tendency to be a moral rebel in a caring, just, or brave manner. Second, with regard to the three items asking participants what they would *think* and *do* if they were in each situation (see items 4, 5, and 6 on the bottom sections of Appendices J, K, and L), the analyses focused on participants' responses to the sixth item, as this item characterized participants' willingness to take “moral rebel action” by being caring, just, or brave (i.e., Would Act). These two scenario responses provided the most direct tests of the hypotheses in the present study and the results for

the “Think and Act in a Similar Way” and the “Would Act” scenario response scores are presented below in turn.

Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

All of the analyses described in this section deal with the “Think and Act in a Similar Way” measure of adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel.

Preliminary Analyses

Although not a primary focus of the present study, independent samples *t*-tests were conducted to examine possible gender differences on participants’ caring, just, and brave situation-specific tendencies to be a moral rebel. Results revealed that females ($M = 4.91$, $SD = 1.24$) scored higher than males ($M = 3.95$, $SD = 1.70$) on the caring tendency to be moral rebel, $t(64) = -2.56$, $p < .05$, whereas females ($M = 5.27$, $SD = .97$; $M = 4.28$, $SD = 1.31$) and males ($M = 5.38$, $SD = .83$; $M = 4.44$, $SD = 1.58$) did not differ on the just [$t(104) = 0.61$, $p = .54$] or brave [$t(72) = .47$, $p = .64$] tendencies to be a moral rebel, respectively.

Independent samples *t*-tests were conducted to examine potential gender differences on the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations). As presented in Table 27, females scored higher on Empathic Concern than males, whereas males scored higher on the Willingness to Take Action in Physically Dangerous Situations than females. There was no significant difference between males and females on Justice Sensitivity.

To examine if the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations)

were associated with the specific ways in which adolescents may display their tendency to be a moral rebel (i.e., caring, just, and brave) bivariate correlations were computed between scores on each situation-specific moral courage characteristic and the caring, just, and brave tendencies to be a moral rebel. As seen in Table 28, Empathic Concern and Justice Sensitivity were positively associated with the *caring* tendency to be a moral rebel and the Willingness to Take Action in Physically Dangerous Situations was associated with the *just* and *brave* tendencies to be a moral rebel.

Major Analyses

To examine if relatively high levels of the *general* moral courage characteristics encourage participants to act on their moral identities to display the *caring, just, and brave situation-specific tendencies* to be a moral rebel, a series of hierarchical regression analyses were conducted. For each of the caring, just, and brave situation-specific tendencies to be a moral rebel, a separate hierarchical regression analysis was conducted for *each* of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism). Paralleling the steps of the regressions conducted on the general tendency to be a moral rebel, gender and Social Desirability scores were entered in Step 1. Step 2 contained the Moral Identity (Scale) scores and *one* of the general moral courage characteristic scores (e.g., Self-Esteem). Finally, Step 3 contained the product term carrying the interaction between the Moral Identity (Scale) and the general moral courage characteristic (e.g., Self-Esteem) scores that were entered at Step 2. It was predicted that a heightened level of *each* of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism) would be an important “trigger” for adolescents

to act on their moral identities to display *each of* the situation-specific (i.e., caring, just, and brave) tendencies to be a moral rebel.

As seen in Tables 29 - 33, when examining participants' *caring* tendency to be a moral rebel, results revealed a significant main effect of gender (females scoring higher than males) and Social Desirability. No other significant effects emerged.

When examining participants' *just* tendency to be a moral rebel, consistent with prediction, (Low) Need to Belong (see Table 30) and Assertiveness (see Table 32) were uniquely positively associated with the just tendency to be a moral rebel. In only one regression (involving the [Low] Need to Belong) was Moral Identity (Scale) uniquely positively associated with the *just* tendency to be a moral rebel. Further, as seen in Table 33, a significant interaction emerged between Moral Identity (Scale) and Social Vigilantism on adolescents' just tendency to be a moral rebel. As seen in Figure 2, consistent with prediction, simple slopes analyses revealed that Social Vigilantism was significantly positively associated with the just tendency to be a moral rebel at relatively high levels of Moral Identity ($\beta = .39, t = 2.45, p < .05$). The relationship between Social Vigilantism and the just tendency to be a moral rebel was not significant at relatively low levels of Moral Identity ($\beta = -.20, t = -1.47, p = .14$).

Finally, when examining adolescents' *brave* tendency to be a moral rebel, the only significant effect to emerge from the series of regressions was a unique main effect of Self-Efficacy (see Table 31; reflecting a positive relation between Self-Efficacy and adolescents' brave tendency to be a moral rebel).

Although not a primary purpose of the present study, exploratory hierarchical regression analyses were used to test the *relative strength* of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism) in

motivating participants to act on their moral identities to display the *caring, just, and brave* situation-specific tendencies to be a moral rebel. Consistent with the analyses conducted for the general tendency to be a moral rebel, prior to conducting the regressions, zero-order correlations were calculated between the general moral courage characteristics and each of the caring, just, and brave tendencies to be a moral rebel to “select” which general moral courage characteristics would be entered into the regressions. Only the general moral courage characteristics significantly associated with the caring, just, and brave tendencies to be a moral rebel would be entered into the caring, just, and brave “relative strength” regression analyses, respectively. As seen in Table 34, (Low) Need to Belong and Self-Efficacy were significantly positively correlated with the *caring* tendency to be a moral rebel, (Low) Need to Belong and Assertiveness were significantly positively correlated with the *just* tendency to be a moral rebel, and Self-Efficacy and Social Vigilantism were significantly positively correlated with the *brave* tendency to be a moral rebel.

In the regressions, gender and Social Desirability scores were entered in Step 1. Step 2 contained scores on Moral Identity (Scale) and the general moral courage characteristics (identified above) found to be correlated with the caring, just, and brave tendencies to be a moral rebel. Finally, Step 3 contained the product terms carrying the interactions between scores on the Moral Identity (Scale) and each of the general moral courage characteristics entered at Step 2. Consistent with the “relative strength” regression examining participants’ general tendencies to be a moral rebel, it was predicted that Moral Identity (Scale) would emerge as a significant predictor of adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel, because possessing a strong moral identity was predicted to be a component of the tendency to be a moral rebel. What was exploratory in these regressions was the *relative importance* of the

general moral courage characteristics in motivating individuals to act on their moral identities to display the situation-specific tendencies to be a moral rebel. No predictions were made concerning *which* general moral courage characteristic(s) would emerge as significant motivator(s) of adolescents' willingness to act on their moral identities to display the caring, just, and brave situation-specific tendencies to be a moral rebel.

As seen in Table 35, results for the “relative strength” regression involving participants' *caring* tendency to be a moral rebel revealed a significant main effect of gender (females scoring higher than males) and Social Desirability. No other significant effects emerged.

The “relative strength” regression examining the *just* tendency to be a moral rebel (see Table 36) yielded a significant unique main effect of the (Low) Need to Belong (reflecting a positive relation between the [Low] Need to Belong and the *just* tendency to be a moral rebel). However, the main effect of the (Low) Need to Belong was qualified by two significant interactions between Moral Identity (Scale) and (1) (Low) Need to Belong *and* (2) Assertiveness.⁵ Figure 3 displays the simple slopes for the interaction between Moral Identity (Scale) and (Low) Need to Belong on the *just* tendency to be a moral rebel. Consistent with prediction, a (Low) Need to Belong was significantly positively associated with the just tendency to be a moral rebel at relatively high levels of Moral Identity ($\beta = .35, t = 2.72, p = .008$), however, the relationship between (Low) Need to Belong and the just tendency to be a moral rebel was not significant at relatively low levels of Moral Identity ($\beta = .08, t = 0.56, p = .57$). Figure 4 displays the simple slopes for the interaction between Moral Identity (Scale) and Assertiveness on the just tendency to be a moral rebel. Consistent with prediction, Assertiveness was significantly positively associated with the just tendency to be a moral rebel at relatively high levels of Moral Identity ($\beta = .43, t = 3.35, p = .001$), however, the relationship between

Assertiveness and the just tendency to be a moral rebel was not significant at relatively low levels of Moral Identity ($\beta = .09, t = 0.72, p = .47$).

The “relative strength” regression for the *brave* tendency to be a moral rebel (see Table 37) yielded only a significant unique main effect of Self-Efficacy (reflecting a positive relation between Self-Efficacy and adolescents’ brave tendency to be a moral rebel).

A major purpose of the present study was to examine the extent to which situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) are especially important for “triggering” the relevant situation-specific tendency to be a moral rebel and relatively less important for triggering the “non-relevant” situation-specific tendencies to be a moral rebel. To address this purpose of the present study, a series of hierarchical regression analyses were conducted. Separate regression analyses were conducted for *each* situation-specific moral courage characteristic *across* the caring, just, and brave tendencies to be a moral rebel. In the regressions, gender and Social Desirability scores were entered in Step 1. Step 2 contained scores on the Moral Identity (Scale), *one* situation-specific moral courage characteristic (e.g., Empathic Concern), and the dummy-coded scenarios. Because main effects involving the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) are not of interest without considering the scenario (i.e., caring, just, and brave) distinction, they will not be discussed. Step 3 contained the product terms carrying the two-way interactions between the variables entered at Step 2. Finally, Step 4 contained the product terms carrying the three-way interaction among the Moral Identity (Scale), one situation-specific moral courage characteristic (e.g., Empathic Concern), and the dummy-coded scenarios. It was hypothesized that relatively high

levels of Empathic Concern would encourage participants to act on their moral identity to display the *caring* tendency to be a moral rebel; however, in contrast, Empathic Concern was expected to be relatively less important in motivating participants' to act on their Moral Identity to display the *just and brave* tendencies to be a moral rebel. With regard to the situation-specific moral courage characteristic of Justice Sensitivity, it was hypothesized that relatively high levels of Justice Sensitivity would encourage participants to act on their Moral Identity to display the *just* tendency to be a moral rebel; however, in contrast, the Justice Sensitivity was not expected to significantly affect participants' willingness to act on their Moral Identity to display the *caring and brave* tendencies to be a moral rebel scores. Finally, with regard to the situation-specific moral courage characteristic of Willingness to Take Action in Physically Dangerous Situations, it was hypothesized that heightened Willingness to Take Action in Physically Dangerous Situations would motivate participants to act on their Moral Identity to display the *brave* tendency to be a moral rebel; in contrast, Willingness to Take Action in Physically Dangerous Situations was expected to be relatively less important for motivating participants' to act on their Moral Identity to display the *caring and just* tendencies to be a moral rebel.

As seen in Table 38, when examining the importance of Empathic Concern on participants' caring (just, and brave) tendency to be a moral rebel, results revealed a significant interaction between Empathic Concern and the dummy-coded scenarios (i.e., caring, just, and brave) in predicting the tendency to be a moral rebel. As seen in Figure 5, simple slopes analyses revealed that Empathic Concern was significantly positively associated with participants' *caring* tendency to be a moral rebel ($\beta = .54, t = 4.05, p < .001$); in contrast, Empathic Concern was not associated with participants' *just* ($\beta = -.06, t = -0.43, p = .67$) or *brave* ($\beta = .12, t = 0.70, p = .48$) tendencies to be a moral rebel.

When examining the importance of Justice Sensitivity on participants' just (caring, and brave) tendency to be a moral rebel, as seen in Table 39, results revealed no meaningful main (i.e., dummy-coded scenarios) or interaction effects.

Finally, as seen in Table 40, when examining the importance of the Willingness to Take Action in Physically Dangerous Situations on participants' brave (caring and just) tendency to be a moral rebel, results revealed a marginally significant interaction between the Willingness to Take Action in Physically Dangerous Situations and the dummy-coded scenarios (i.e., caring, just, and brave) in predicting the tendency to be a moral rebel. As seen in Figure 6, simple slopes analyses revealed that the Willingness to Take Action in Physically Dangerous Situations was significantly positively associated with participants' *brave* tendency to be a moral rebel ($\beta = .66, t = 5.57, p < .001$); in contrast, Willingness to Take Action in Physically Dangerous Situations was not associated with participants' *caring* ($\beta = .16, t = 1.45, p = .14$) or *just* ($\beta = .15, t = 1.80, p = .07$) tendencies to be a moral rebel.

Exploratory regression analyses were conducted to examine the *relative strength* of the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) on the caring, just, and brave situation-specific tendencies to be a moral rebel. A separate regression was conducted for each of the caring, just, and brave tendencies to be a moral rebel. In the regressions, gender and Social Desirability scores were entered in Step 1. Step 2 contained scores on the Moral Identity (Scale) and *all* of the situation-specific moral courage characteristics. Finally, Step 3 contained the product terms carrying the interactions between scores on the Moral Identity (Scale) and each situation-specific moral courage characteristic entered at Step 2.

As seen in Table 41, the regression analysis examining the relative importance of the situation-specific moral courage characteristics on participants' *caring* tendency to be a moral rebel revealed a main effect of gender (females scoring higher than males) and Social Desirability. The only other effect to emerge was a unique main effect of the Willingness to Take Action in Physically Dangerous Situations (reflecting a positive relation between the Willingness to Take Action in Physically Dangerous Situations and the caring tendency to be a moral rebel; see discussion of suppression effects in footnote 5).

The regression analysis examining the relative importance of the situation-specific moral courage characteristics on participants' *just* tendency to be a moral rebel yielded no significant main or interaction effects (see Table 42).

Finally, as seen in Table 43, the only significant effect to emerge for the regression examining the relative importance of the situation-specific moral courage characteristics on participants' *brave* tendency to be a moral rebel was a unique main effect of the Willingness to Take Action in Physically Dangerous Situations (reflecting a positive relation between the Willingness to Take Action in Physically Dangerous Situations and the brave tendency to be a moral rebel).

For clarity, Table 44 displays a summary of the significant predictors found to be associated with the caring, just, and brave situation-specific tendencies to be a moral rebel (Think and Act in a Similar Way) reported in the major analyses above.

Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel (Would Act)

All of the analyses reported in this section deal with the "Would Act" measure of adolescents' caring, just, and brave situation-specific tendencies to be a moral rebel.

Preliminary Analyses

Independent samples *t*-tests were conducted to examine possible gender differences on the caring, just, and brave situation-specific tendencies to be a moral rebel. Males ($M = 5.76$, $SD = .48$) scored higher than females ($M = 5.41$, $SD = .84$) on the *just* tendency to be moral rebel, $t(104) = 2.45$, $p < .05$, whereas females ($M = 4.56$, $SD = 1.47$; $M = 4.13$, $SD = 1.50$) and males ($M = 3.85$, $SD = 1.87$; $M = 4.07$, $SD = 1.66$) did not differ on the *caring* [$t(64) = -1.64$, $p = .11$] or *brave* [$t(72) = -.15$, $p = .88$] tendencies to be a moral rebel, respectively.

To examine if the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) were associated with the specific ways in which adolescents may display their tendency to be a moral rebel (i.e., caring, just, and brave) bivariate correlations were computed between scores on each situation-specific moral courage characteristic and the caring, just, and brave tendencies to be a moral rebel. As seen in Table 45, Empathic Concern and Justice Sensitivity were positively associated with the *caring* tendency to be a moral rebel, Willingness to Take Action in Physically Dangerous Situations was associated with the *just* tendency to be a moral rebel, and Empathic Concern and Willingness to Take Action in Physically Dangerous Situations were associated with the *brave* tendency to be a moral rebel.

Major Analyses

To examine if relatively high levels of the *general* moral courage characteristics encourage participants to act on their Moral Identity to display the caring, just, and brave situation-specific tendencies to be a moral rebel, a series of hierarchical regression analyses were conducted. Paralleling the regressions conducted on the general tendency and situation-specific tendencies (Think and Act in a Similar Way) to be a moral rebel, for each of the caring, just, and brave tendencies to be a moral rebel, a separate hierarchical regression analysis was conducted

for each of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism). See page 52 for the steps of the regressions.

As seen in Tables 46 - 50, the series of regressions examining the *caring* tendency to be a moral rebel yielded only a significant main effect of Social Desirability.

When examining participants' *just* tendency to be a moral rebel, significant interactions emerged between Moral Identity (Scale) and (Low) Need to Belong (see Table 47) and Moral Identity (Scale) and Assertiveness (see Table 49) on the just tendency to be a moral rebel. For the "(Low) Need to Belong interaction," as seen in Figure 7, consistent with prediction, simple slopes analyses revealed that (Low) Need to Belong was significantly positively associated with the just tendency to be a moral rebel at relatively high levels of Moral Identity ($\beta = .39, t = 3.09, p < .001$). The relationship between (Low) Need to Belong and the just tendency to be a moral rebel was not significant at relatively low levels of Moral Identity ($\beta = .15, t = 1.14, p = .26$). For the "Assertiveness interaction" (see Figure 8), consistent with prediction, simple slopes analyses revealed that Assertiveness was significantly positively associated with the just tendency to be a moral rebel at relatively high levels of Moral Identity ($\beta = .43, t = 3.34, p < .001$), however, the relationship between Assertiveness and the just tendency to be a moral rebel was not significant at relatively low levels of Moral Identity ($\beta = .06, t = 0.47, p = .64$).

When examining adolescents' *brave* tendency to be a moral rebel, the series of regressions yielded a significant unique main effect of Self-Efficacy (see Table 48; reflecting a positive relation between Self-Efficacy and adolescents' brave tendency to be a moral rebel) and a unique main effect of Social Vigilantism (see Table 50; reflecting a positive relation between Social Vigilantism and the brave tendency to be a moral rebel).

Exploratory hierarchical regression analyses were used to test the *relative strength* of the general moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) in motivating participants to act on their Moral Identity to display the *caring, just, and brave* situation-specific tendencies to be a moral rebel. Consistent with the analyses conducted for the general and situation-specific tendencies (Think and Act in a Similar Way) to be a moral rebel, prior to conducting the regressions, zero-order correlations were computed between the *general* moral courage characteristics and each of the caring, just, and brave situation-specific tendencies to be a moral rebel to “select” which general moral courage characteristics would be entered into the regressions. Only the moral courage characteristic(s) significantly associated with the caring, just, and brave tendencies to be a moral rebel would be entered in the caring, just, and brave regression analyses, respectively.

As seen in Table 51, the caring tendency to be a moral rebel was positively associated with Self-Efficacy. As seen in Table 52, the just tendency to be a moral rebel was positively associated with Assertiveness. Finally, as seen in Table 53, the brave tendency to be a moral rebel was positively associated with Self Efficacy and Social Vigilantism. Because the brave tendency to be a moral rebel was the only situation-specific tendency to be a moral rebel to yield an association with *more than one* general moral courage characteristic, the determination of the “relative importance” of the general moral courage characteristics was only examined for participants’ brave tendency to be a moral rebel. See page 54 for the steps of the “relative strength” hierarchical regression analysis.

As seen in Table 54, results for the “relative strength” regression involving participants’ brave tendency to be a moral rebel yielded significant unique main effects of Self-Efficacy and

Social Vigilantism (reflecting a positive relation of Self Efficacy and Social Vigilantism with the brave tendency to be a moral rebel).

To examine the extent to which the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) are especially important for “triggering” the relevant situation-specific tendency to be a moral rebel and relatively less important for triggering the “non-relevant” situation-specific tendencies to be a moral rebel, a series of hierarchical regression analyses were conducted. Paralleling the regressions for the caring, just, and brave situation-specific tendencies to be a moral rebel (Think and Act in a Similar Way), separate regression analyses were conducted for *each* situation-specific moral courage characteristic variable *across* the caring, just, and brave tendencies to be a moral rebel (see page 56 for the steps of the hierarchical regression analyses). Because main effects involving the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) are not of interest without considering the scenario (i.e., caring, just, and brave) distinction, they will not be discussed.

As seen in Table 55, when examining the importance of Empathic Concern on participants’ caring (just, and brave) tendency to be a moral rebel, results revealed a significant interaction between Empathic Concern and the dummy-coded scenarios (i.e., caring, just, and brave) in predicting the tendency to be a moral rebel. As seen in Figure 9, simple slopes analyses revealed that Empathic Concern was significantly positively associated with participants’ *caring* ($\beta = .60, t = 5.81, p < .001$) and *brave* ($\beta = .28, t = 2.84, p < .01$) situation-specific tendencies to be a moral rebel; however, Empathic Concern was not significantly

associated with participants' *just* ($\beta = .02, t = 0.24, p = .81$) situation-specific tendency to be a moral rebel.

When examining the importance of Justice Sensitivity on the just (caring, and brave) tendency to be a moral rebel, as seen in Table 56, results revealed no (meaningfully interpretable) significant main or interaction effects.

Finally, as seen in Table 57, when examining the importance of the Willingness to Take Action in Physically Dangerous Situations on participants' brave (caring and just) tendency to be a moral rebel, results revealed a significant interaction between Moral Identity and the dummy-coded scenarios (i.e., caring, just, and brave) in predicting the tendency to be a moral rebel. As seen in Figure 10, simple slopes analyses revealed that Moral Identity was significantly positively associated with participants' *caring* situation-specific tendency to be a moral rebel ($\beta = .37, t = 3.16, p < .01$); however, in contrast, Moral Identity was not associated with participants' *just* ($\beta = .00, t = 0.01, p = .99$) or *brave* ($\beta = .08, t = 0.83, p = .41$) situation-specific tendencies to be a moral rebel (see discussion of suppression effects in Footnote 5).

Exploratory regression analyses were conducted to examine the *relative strength* of the situation-specific moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) on participants' caring, just, and brave situation-specific tendencies to be a moral rebel. A separate regression was conducted for each of the caring, just, and brave tendencies to be a moral rebel (see page 58 for the steps of the hierarchical regression analyses).

As seen in Table 58, the regression analysis examining the relative importance of the situation-specific moral courage characteristics on participants' *caring* tendency to be a moral rebel revealed a main effect of Social Desirability, Empathic Concern, and the Willingness to

Take Action in Physically Dangerous Situations (reflecting a positive relation between the caring tendency to be a moral rebel with Empathic Concern and the Willingness to Take Action in Physically Dangerous Situations; see discussion of suppression effects in Footnote 5).

The regression analysis examining the relative importance of the situation-specific moral courage characteristics on participants' just tendency to be a moral rebel yielded no significant main or interaction effects (see Table 59).

Finally, as presented in Table 60, the regression analysis examining the relative importance of the situation-specific moral courage characteristics on participants' brave tendency to be a moral rebel yielded a main effect of the Willingness to Take Action in Physically Dangerous Situations (reflecting a positive relation between the Willingness to Take Action in Physically Dangerous Situations and the brave tendency to be a moral rebel; see discussion of suppression effects in Footnote 5).

For clarity, Table 61 presents a summary of the significant predictors found to be associated with participants' caring, just, and brave situation-specific tendencies to be a moral rebel (Would Act) scores reported in the major analyses above.

Chapter 4 - Discussion

The present study extends prior research (see Sonnentag and Barnett, 2013) on the characteristics associated with adolescents' tendencies to be a moral rebel. Specifically, the present study examined the combination of components (i.e., moral identity and moral courage characteristics) that may be associated with adolescents' general and situation-specific tendencies to stand up for their beliefs and values despite social pressure not to do so. When examining adolescents' *general* tendencies to be a moral rebel, the present study sought to determine if adolescents, their peers, and their teachers agree on individuals' tendencies to

possess a *moral identity*, tendencies to possess *moral courage characteristics*, and tendencies to be a *moral rebel*. Further, the present study examined if heightened levels of various *general moral courage characteristics* encourage adolescents' to act on their moral identities to display the general tendency to be a moral rebel. When examining adolescents' *situation-specific* tendencies to be a moral rebel, the present study examined if the (1) *general moral courage characteristics* encourage individuals to act on their moral identities to express *each* of the caring, just, and brave situation-specific tendencies to be a moral rebel, and (2) situation-specific moral courage characteristics serve to promote the specific ways in which adolescents may act on their moral identities to display the relevant situation-specific tendencies to be a moral rebel (i.e., caring, just, and brave).

The discussion presented below focuses on the significant findings that emerged in the present study. Although there were a number of interesting results, some confirmed hypotheses, while others did not. In general, the present findings yield valuable information about the characteristics associated with adolescents' general and situation-specific tendencies to be a moral rebel, as well as questions that provide important directions for future research on the topic.

General Tendency to be a Moral Rebel

No significant gender differences emerged on the Self (1-Item and Scale), Peer, or Teacher ratings of adolescents' general tendencies to be a moral rebel. These findings are consistent with previous research demonstrating no significant gender differences among Self (1-Item), Peer, and Teacher ratings (Sonnentag & Barnett, 2013) as well as no significant gender differences on the (Scale) ratings (Sonnentag & Barnett, 2013; Sonnentag & McDaniel, 2013) of the general tendency to be a moral rebel. The lack of a gender difference on adolescents' general

tendency to be a moral rebel is noteworthy because traditional sex-role stereotypes suggest that “defending one’s own beliefs” and “willingness to take a stand” are traditionally masculine characteristics, whereas “soft spoken” and “yielding” are traditionally feminine characteristics (Bem, 1979). Although the results of the current study yielded no significant gender differences on the general tendency to be a moral rebel, future research could examine whether a masculine sex-role orientations is more strongly associated with adolescents’ general tendency to be a moral rebel than other sex-role orientations (i.e., androgynous, feminine, undifferentiated).

The current investigation adds further support to a prior study (see Sonnentag & Barnett, 2013) demonstrating relatively strong inter-rater agreement among self-report, peer, and teacher ratings of the general tendency to be a moral rebel (see Sonnentag & Barnett, 2013). The considerable level of agreement among the self-report, peer, and teacher ratings is important because displays of moral rebelliousness presumably occur infrequently, yet individual differences in the tendency to act as a moral rebel are apparently “visible” and memorable enough that different informants can agree. Specifically, the act of defending one’s own beliefs and values in the face of conformity pressures to comply is likely a highly salient and memorable event for adolescents as well as for those who observe the event. It should be noted that previous research has also reported relatively high levels of inter-rater agreement when examining moral behaviors with relatively high visibility. For example, high inter-rater agreement has been found between self and peer reports of adolescents’ generosity (Carlo, Hausmann, Christiansen, & Randall, 2003), between self and teacher reports of adolescents’ donating (Aquino & Reed, 2002), and among self, peer, and teacher reports of adolescents’ sharing (Eisenberg, Cameron, Pasternack, & Tyron, 1988). These prosocial behaviors, and behaviors reflecting the tendency to be a moral rebel, may allow peers and teachers to recall specific instances in which a particular

adolescent has (or has not) behaved in a moral manner, and this may increase the likelihood that raters agree. Despite the high visibility (and memorability) of moral behaviors like generosity, donating, and sharing, these behaviors likely occur more frequently than instances of moral rebelliousness. Consequently, future research could examine if the frequency and “degree of visibility” of specific moral behaviors influence the level of agreement among different raters.

In addition to the relatively high inter-rater agreement among the self, peer, and teacher reports of adolescents’ tendencies to be a moral rebel, the present findings extend prior research by demonstrating that the adolescent participants, their peers, and their teachers displayed a considerable level of agreement concerning the components proposed to be associated with the general tendency to be a moral rebel (i.e., moral identity and moral courage characteristics). The relatively high inter-rater agreement among the adolescent participants, their peers, and their teachers suggests that they share an understanding of the constructs of moral identity and moral courage characteristics and tend to agree on the extent to which a particular adolescent (a) possesses moral qualities that are important to his/her sense of self or identity (i.e., moral identity) and (b) possesses qualities that help transform his/her moral beliefs into moral actions (i.e., moral courage characteristics). Although the use of multiple raters to assess adolescents’ tendencies to possess a moral identity and tendencies to possess general moral courage characteristics was a strength of the present study, the current study did not directly inquire about the specific qualities (or behaviors) that best characterize each construct, and it is unknown what qualities (or behaviors) contributed to these ratings. Given that the Moral Identity and (especially) Moral Courage Characteristics constructs (see Appendices N and U, respectively) are rather broad and complex, additional research could help to determine which qualities (or

behaviors) contribute most strongly to adolescents', peers', and teachers' comprehension of these constructs that, ultimately, enhance inter-rater agreement.

One of the primary purposes of the present study was to examine if possessing moral courage characteristics would motivate participants to display the general tendency to be a moral rebel when they possessed a relatively strong moral identity. Contrary to predictions, the tendency to possess moral courage characteristics was not associated with adolescents' *general* tendency to be a moral rebel at relatively high levels of moral identity *across* the Self [1-Item and Scale], Peer, and Teacher ratings. In only one instance (involving the Peer rating scores) did a relatively high level of moral courage characteristics heighten participants' willingness to display the *general* tendency to be a moral rebel at relatively high (versus relatively low) levels of moral identity (see Table 17, Figure 1). Although it is possible that peers have a "unique" insight into their classmates' general tendency to be a moral rebel, replication of this finding is warranted prior to speculating why peers (as opposed to self or teachers) understand that possessing a relatively high moral identity *and* relatively high moral courage characteristics heighten individuals' general tendencies to be a moral rebel.

Despite the failure to find the predicted interaction between moral identity and moral courage characteristics across the Self (1-Item and Scale), Peer, and Teacher ratings of the general tendency to be a moral rebel, some evidence did emerge supporting the contribution of the *individual* components thought to be associated with adolescents' general tendencies to be a moral rebel. Specifically, some (albeit, limited) support emerged for the association between moral identity (assessed by the Self [1-Item], Peer, and Teacher rating) and the general tendency to be a moral rebel. For example, zero-order correlations revealed that moral identity scores were significantly positively associated with adolescents' general tendency to be a moral rebel

scores (r s ranging from .32 to .58, all p s < .001) for each of the Self (1-Item), Peer, and Teacher ratings (see Table 13). However, when moral identity was entered in hierarchical regression analyses with the tendency to possess moral courage characteristic to compete for variance in predicting adolescents' general tendency to be a moral rebel (assessed by the Self [1-Item and Scale], Peer, and Teacher ratings; see Tables 16-23), the tendency to possess a heightened moral identity only emerged as a significant predictor in the Self (1-Item) ratings (see Table 16) and Teacher ratings (see Table 18) of the general tendency to be a moral rebel, and one regression involving the (Scale) ratings of the general tendency to be a moral rebel (involving the [low] Need to Belong scores; see Table 20). This relatively weak pattern of results for the independent association of moral identity with the general tendency to be a moral rebel is consistent with those from Sonnentag and Barnett's (2013) initial test of their preliminary conceptualization of the components associated with the general tendency to be a moral rebel. Sonnentag and Barnett (2013) found only partial support for the variables measured (i.e., reluctance to engage in minor moral violations, conscience) to assess if individuals' "internalized moral foundation" is related to the general tendency to be a moral rebel. Specifically, the tendency to be a moral rebel was found to be negatively associated with the tendency to engage in minor moral violations; however, the tendency to be a moral rebel was not significantly associated with participants' conscience scores.

In contrast to the relatively weak pattern of results that was found for the relation between moral identity and the general tendency to be a moral rebel, a very strong pattern of results emerged for the association between the tendency to possess moral courage characteristics (assessed by the Self [1-Item and Scale], Peer, and Teacher ratings) and the general tendency to be a moral rebel. Specifically, the tendency to possess moral courage

characteristics emerged as a significant predictor *across* the Self (1-Item), Peer, and Teacher ratings of the general tendency to be a moral rebel (see Tables 16 – 18), and *all five indices* of the general moral courage characteristics (i.e., Self-Esteem, [low] Need to Belong, Self Efficacy, Assertiveness, and Social Vigilantism) emerged as significant predictors of adolescents' (Scale) ratings of the general tendency to be a moral rebel (see Tables 19 – 23; and four of five of these indices [all except Self-Esteem] remained significant in the relative strength regression, see Table 25). This robust pattern of results supports previous research (see Sonnentag and Barnett, 2013) suggesting that one important component of the tendency to be a moral rebel involves the possession of characteristics that provide individuals the courage to stand up for their beliefs and values despite social pressure not to do so. Sonnentag and Barnett (2013) found relatively strong support for the notion that the heightened tendency to possess moral courage characteristics is a component of the general tendency to be a moral rebel, given that both the variables they measured (i.e., self-esteem and low need to belong) were positively associated with adolescents' general tendency to be a moral rebel. Moral courage characteristics are thought to serve as character strengths that provide individuals with the “resources” to take action when faced with a challenge (Hannah & Avolio, 2010; Sekerka & Bagozzi, 2007), and it appears that these character strengths are important motivators of adolescents' general tendency to be a moral rebel.

The relatively weak pattern of results for moral identity and the relatively strong pattern of results for moral courage characteristics seems to suggest that moral courage characteristics are *more important* in predicting adolescents' general tendency to be a moral rebel than is moral identity. However, this pattern of results may not generalize to all adolescent samples. Specifically, it is possible that the middle-school students who participated in the current study possessed “strong enough” moral identities that their general tendency to do the right thing

despite social pressure to behave otherwise was largely determined by possessing relatively high moral courage characteristics. However, possessing relatively high moral courage characteristics may *not* be predictive of the general tendency to be a moral rebel for adolescents who possess a moral identity that falls below some “minimal moral threshold.” For example, it is possible that conduct disordered or psychopathological adolescents who possess relatively high general moral courage characteristics (e.g., self-esteem or assertiveness), may fail to behave in a morally rebellious manner, especially when the needs of others are involved, because they lack an adequate moral foundation or moral identity. Had the current study sampled participants with a broader range of moral identity scores (including adolescents who are relatively devoid of moral identity), the independent contribution of moral identity and the interaction between moral identity and moral courage characteristics would have likely emerged more consistently. For example, if adolescents with relatively low moral identities (e.g., conduct disordered) were sampled along with adolescents with relatively high moral identities (e.g., eagle scouts), heightened moral identity may have been more robustly associated with the tendency to be a moral rebel. Further, a broader range of moral identity scores may have revealed that for adolescents with relatively low moral identities, possessing heightened moral courage characteristics (e.g., self-esteem, assertiveness) would not be predictive of the tendency to be a moral rebel, as the moral courage characteristics have no moral identity or moral foundation to “activate.”

In sum, the current study examined the extent to which adolescents themselves, their peers, and their teachers agree in their ratings of adolescents’ *general* expressions of the tendency to be a moral rebel, tendencies to possess a moral identity, and tendencies to possess moral courage characteristics. Further, the current study examined the interactive and

independent roles of moral identity and moral courage characteristics in adolescents' general tendency to be a moral rebel. As predicted, the results revealed relatively strong inter-rater agreement among the self-report, peer, and teacher ratings of (a) adolescents' general tendency to be a moral rebel and (b) the two components (i.e., moral identity and moral courage characteristics) proposed to be associated with this tendency. Contrary to prediction, moral identity (when considered independently and in combination with the general moral courage characteristics) did *not* consistently predict adolescents' general tendency to be a moral rebel. However, relatively high levels of general moral courage characteristics were robustly associated with adolescents' general tendency to be a moral rebel. Specifically, *in all instances*, the general moral courage characteristics (as assessed by Self [1-Item], Peer, and Teacher ratings and *five separate indices* [i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism]) significantly predicted adolescents' general tendencies to be a moral rebel. Given the risks adolescents may face when taking a principled stand against conformity pressures to comply (e.g., potential ostracism by peers), it is noteworthy that possessing relatively high levels of various general moral courage characteristics may be a *critical* component in their general tendency to be a moral rebel.

Situation-Specific Tendencies to be a Moral Rebel

The present study extended previous research (see Sonnentag & Barnett, 2013; Sonnentag & McDaniel, 2012) by examining the components (i.e., moral identity and moral courage characteristics) associated with three specific ways in which adolescents may display their tendencies to be a moral rebel: caring, just, and brave.

Consistent with the results for the general tendency to be a moral rebel, the predictions involving the interactions between moral identity and the general moral courage characteristics

on adolescents' caring, just, and brave situation-specific tendencies to be a moral rebel were not well-supported by the current study. That is, contrary to predictions, the general moral courage characteristics (i.e., Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) did not *consistently* motivate adolescents to act on their moral identities *to display each of* the caring, just, and brave situation-specific tendencies to be a moral rebel. For the interactions that did emerge (discussed below), in no case did a general moral courage characteristic motivate participants to act on their moral identities *across* the caring, just, and brave situation-specific tendencies to be a moral rebel.

Further, and again unexpectedly, the situation-specific moral courage characteristic variables (i.e., Empathic Concern, Justice Sensitivity, and the Willingness to Take Action in Physically Dangerous Situations) did not motivate adolescents to *act on* their moral identities to display the *relevant* situation-specific tendency to be a moral rebel. In fact, in no case did a situation-specific moral courage characteristic interact with moral identity to predict the caring, just, or brave tendencies to be a moral rebel.

Despite the limited evidence supporting the *combination* of characteristics associated with adolescents' caring, just, and brave situation-specific tendencies to be a moral rebel, for the few interactions that did emerge (involving the *general* moral courage characteristics of [*low*] *Need to Belong* [Think and Act in a Similar Way and Would Act], *Assertiveness* [Think and Act in a Similar Way and Would Act], and *Social Vigilantism* [Think and Act in a Similar Way] predicting the *just* tendency to be a moral rebel; see Figures 2, 3, and 4, respectively), results were consistent with prediction. Generally, the results revealed that the relationship between the general moral courage characteristic and the tendency to be a moral rebel was strongest at relatively high levels (versus relatively low levels) of moral identity.

The interaction between Moral Identity and (Low) Need to Belong (for the Think and Act in a Similar Way and Would Act measures of the *just* tendency to be a moral rebel) supports the prediction that for those with relatively high levels of moral identity, demonstrating a relatively low need to fit into to a crowd or friendship group by conforming to peers' attitudes, beliefs, and behaviors provides them the "moral courage" to stand up for their beliefs and values despite conformity pressures to comply. This finding is noteworthy because the adolescent period of development is typically marked by a strong desire to acquire and maintain peer friendships (Brown et al., 1986; Harold et al, 2007), yet despite the heightened importance of peers during adolescence, for those with relatively strong tendencies to be a moral rebel, acting on their moral identities and standing up for their beliefs and values appears to be more important than fitting in with a friendship group.

The interaction between Moral Identity and Assertiveness (for the Think and Act in a Similar Way and Would Act measures of the *just* tendency to be a moral rebel) supports the prediction that adolescents who "dare" to act on their moral identities and take a principled stand against the status quo possess a relatively high level of assertiveness. Previous research has found that heightened assertiveness is associated with children's willingness to mobilize themselves to intervene on another child's behalf, by protecting and defending others (Larrieu & Mussen, 2001). In situations involving the need for prosocial or moral action, the ability to respond in a "strong and calm" manner (i.e., assertively) seems to be an important component providing adolescents with the "moral courage" necessary to do the "right thing" (Frey et al., 2009) despite situational constraints to behave otherwise.

The interaction between Moral Identity and Social Vigilantism (for the Think and Act in a Similar Way measure of the *just* tendency to be a moral rebel) supports the prediction that

standing up to others to do what is right is motivated by a desire to inform others of one's own superior beliefs. Prior research has revealed that when confronted with others' beliefs, individuals scoring relatively high on Social Vigilantism engaged in a variety of behaviors to defend their beliefs, including engaging in greater levels of counterarguing (see Saucier & Webster, 2010). Given that individuals who have a heightened tendency to be a moral rebel willingly stand up for their beliefs and values despite potential confrontation, the inclination to confidently express their beliefs to others (especially to a school board in defiance of a teacher; see the scenario written to assess the just tendency to be a moral rebel, Appendix H) may be an "added benefit" (and motivator) of doing what they believe is right despite conformity pressures to comply.

Some (albeit, limited) evidence emerged demonstrating the *independent* influence of possessing a moral identity and the (general and situation-specific) moral courage characteristics on adolescents' caring, just, and brave tendencies to be a moral rebel. Consistent with the findings for the general tendency to be a moral rebel, possessing a heightened level of moral identity was relatively "unimportant" in predicting the caring, just, and brave situation-specific tendencies to be a moral rebel for the present sample of adolescents. Specifically, Moral Identity was a significant predictor of adolescents' situation-specific tendencies to be a moral rebel on only *two* occasions (only once for the *just* tendency to be a moral rebel [Think and Act in a Similar Way measure], see Table 30; only once for the *caring* tendency to be a moral rebel [Would Act measure], see Figure 10). It appears that, from this weak pattern of results, the degree of centrality of morality to one's identity plays a limited role in motivating one's tendency to be a moral rebel in various social settings. Although these findings are inconsistent with prediction, prior research on prosocial/moral behavior has revealed that even "good people"

(presumably with well-developed moral identities) often fail to do the “right thing” when there are situational pressures not to do so (Latané & Darley, 1970; Penner, Dovidio, Piliavin, & Schroeder, 2005). For example, Latané and Darley (1973) revealed that Theological Seminary students (individuals who, arguably, have morality as an important and central component of their sense of identity) failed to help an innocent victim when they experienced situational pressures against helping (i.e., they were in a hurry). Given that the adolescents in the current study imagined facing relatively demanding situational pressures to comply (i.e., peer and authority pressure *not* to stand up for their beliefs and values), their degree of moral identity appeared to be relatively inconsequential in helping them overcome the situational pressures to display the tendency to be a moral rebel in a caring, just, or brave manner.

The examination of the *general* moral courage characteristics as independent components predicting adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel was also rather unsuccessful. In fact, unexpectedly, in no case did a general moral courage characteristic (i.e., Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) predict *across* adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel. Although a few relationships did emerge (i.e., *just* tendency to be a moral rebel was significantly positively associated with [low] Need to Belong and Assertiveness [Think and Act in a Similar Way measure]; *brave* tendency to be a moral rebel was significantly positively associated and Self-Efficacy [Think and Act in a Similar Way and Would Act measures] and Social Vigilantism [Would Act measure]), because a clear pattern of results did not emerge for the association between the general moral courage characteristics *across* the situation-specific tendencies to be a moral rebel, a discussion of the few specific significant findings would be highly speculative and will not be attempted.

In the current study, a clear contrast emerged for the findings involving the general moral courage characteristics on adolescents' general and situation-specific tendencies to be a moral rebel. Specifically, the general moral courage characteristics were strongly associated with adolescents' general tendency to be a moral rebel but the general moral courage characteristics were weakly associated with adolescents' situation-specific tendencies to be a moral rebel. Although the lack of a clear and consistent pattern of results for the general moral courage characteristics across the caring, just, and brave situation-specific tendencies to be a moral rebel was unexpected, researchers (Fleeson, 2004; Smith, 1976; Villanova, 1996) have argued that general (i.e., trait) measures are oftentimes relatively poor predictors of specific behaviors. For example, using a simple manipulation, Schmit, Ryan, Sierwalt, and Powell (1995) demonstrated that a general behavioral statement to which university students responded (e.g., "I strive for excellence in everything I do") was a much poorer predictor of college cumulative grade point average than a more specific behavioral statement referencing action in an academic setting (e.g., "I strive for excellence in everything I do *in school*"). Consequently, the weak pattern of results for the general moral courage characteristics across the caring, just, and brave situation-specific tendencies to be a moral rebel may be attributable to the observation that general predictor variables are relatively poor predictors of specific criterion variables.

Although the general moral courage characteristics were relatively poor predictors of the situation-specific tendencies to be a moral rebel, the *situation-specific* moral courage characteristics were relatively good predictors of the situation-specific tendencies to be a moral rebel. Results revealed that two situation-specific moral courage characteristics (i.e., Empathic Concern and Willingness to Take Action in Physically Dangerous Situations) were found to be positively associated with the corresponding situation-specific (i.e., caring and brave,

respectively) tendency to be a moral rebel. That is, bivariate correlations and hierarchical regression analyses revealed that heightened Empathic Concern was associated with adolescents' caring tendency to be a moral rebel (Think and Act in a Similar Way measure, for correlations see Table 28, for regression results see Figure 5; Would Act measure, for correlations see Table 45, for regression results see Figure 9) and heightened Willingness to Take Action in Physically Dangerous Situations was associated with adolescents' brave tendency to be a moral rebel (Think and Act in a Similar Way measure, for correlations see Table 28, for regression results see Table 40 and Figure 6; Would Act measure, for correlations see Table 45). The results revealing that the situation-specific moral courage characteristics, but not the general moral courage characteristics, were relatively good predictors of the situation-specific tendencies to be a moral rebel supports the notion that "matching" the specificity of a predictor variable with the criterion variable (i.e., general moral courage characteristics predicting the general tendency to be a moral rebel; situation-specific moral courage characteristics predicting the situation-specific tendencies to be a moral rebel) increases the predictability of the criterion (see arguments by Smith, 1976).

The relation between Empathic Concern and the caring tendency to be a moral rebel is noteworthy and adds support to the literature documenting the relatively strong relationship between heightened empathic concern and the tendency to engage in prosocial behaviors, such as providing help or care (Batson et al., 2007; Davis, 1994; Eisenberg & Miller, 1987; Graziano et al., 2007; Unger & Thumhuri, 1997). Given the impact of empathic concern on helping and the valuing of others' welfare, it is not surprising that empathic concern was a "situation-specific" individual difference variable contributing to adolescents' tendencies to be a moral rebel in a

social setting (i.e., the “caring scenario”) in which the care for or comforting of others was needed.

The relation between the Willingness to Take Action in Physically Dangerous Situations and the brave tendency to be a moral rebel supports the notion that, at times, standing up for one’s beliefs and values, despite conformity pressures to comply, may require bravery in the face of potential physical danger (in this instance, from the two vandals in the brave scenario). Although little empirical research has examined brave behaviors in adolescents, the present findings are reminiscent of those in adult studies (e.g., Fannin & Dabbs, 2003) demonstrating that moral bravery is associated with standing up for one’s beliefs and values in a social setting in which the individual risks his/her physical safety.

In sum, in exploring adolescents’ situation-specific tendencies to be a moral rebel, the current study examined the interactive and independent roles of moral identity and (general and situation-specific) moral courage characteristics in adolescents’ caring, just, and brave tendencies to be a moral rebel. Results revealed that moral identity (both directly and in combination with the general and situation-specific moral courage characteristics) did not consistently predict adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel. Furthermore, the examination of the direct relationships between the *general* moral courage characteristics and each situation-specific tendency to be a moral rebel was rather unsuccessful, as no general moral courage characteristic directly (and consistently) predicted *each of* the caring, just, and brave situation-specific tendencies to be a moral rebel. Despite the limited evidence for the impact of moral identity and the *general* moral courage characteristics on adolescents’ caring, just, and brave situation-specific tendencies to be a moral rebel, two of the situation-specific moral courage characteristics (i.e., Empathic Concern and Willingness to Take

Action in Physically Dangerous Situations) were found to be positively associated with the corresponding situation-specific (i.e., caring and brave, respectively) tendency to be a moral rebel.

Conclusion

“Moral rebels” are individuals who refuse to comply, stay silent, or conform to others when doing so would compromise their values (Monin et al., 2008). The preliminary purpose of the present study was to examine the extent to which adolescents themselves, their peers, and their teachers agree in their ratings of adolescents’ *general* tendency to be a moral rebel, tendencies to possess a moral identity, and tendencies to possess moral courage characteristics. As a theoretical and empirical extension of previous research (Sonnetag & Barnett, 2013), the present study's primary purpose was to examine the interactive and independent roles of moral identity and moral courage characteristics in adolescents’ general and situation-specific (i.e., caring, just, and brave) tendencies to be a moral rebel. With regard to the interactive role of moral identity and moral courage characteristics, the present study examined (1) if relatively high levels of various *general* moral courage characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) encourage adolescents to act on their moral identities to display the general and situation-specific tendencies to be a moral rebel and (2) if relatively high levels of *situation-specific* moral courage characteristics (i.e., Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) encourage adolescents to act on their moral identities to display the corresponding situation-specific (i.e., caring, just, and brave, respectively) tendency to be a moral rebel.

All of the multi-item scales completed by the adolescent participants (i.e., measures of the tendency to be a Moral Rebel, Moral Identity, Self-Esteem, [Low] Need to Belong, Self-

Efficacy, Assertiveness, Social Vigilantism, Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations) were found to have acceptable levels of internal reliability. As predicted, results revealed significant positive correlations among the self-report, peer, and teacher ratings of adolescents' (1) *general* tendency to be a moral rebel, (2) tendencies to possess a moral identity, and (3) tendencies to possess *general* moral courage characteristics. These significant positive intercorrelations emerged for the entire sample as well as for the male and female participants when they were considered separately. Contrary to prediction, moral identity (when considered independently and in combination with the general and situation-specific moral courage characteristics) did not consistently predict the general nor situation-specific tendencies to be a moral rebel. Furthermore, although the *general* moral courage characteristics did not consistently predict the adolescents' caring, just, and brave tendencies to be a moral rebel, *all* of the indices of the adolescents' *general* moral courage characteristics (i.e., self, peer, and teacher ratings; Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) positively predicted the adolescents' self-reported *general* tendency to be a moral rebel. Finally, two of the situation-specific moral courage characteristics (i.e., Empathic Concern and Willingness to Take Action in Physically Dangerous Situations) were found to be positively associated with the corresponding situation-specific (i.e., caring and brave, respectively) tendency to be a moral rebel.

Limitations and Future Directions

The present findings contribute to our understanding of the measurement of adolescents' general and situation-specific tendencies to be a moral rebel as well as the components potentially associated with these tendencies. The discussion presented below focuses on methodological and theoretical limitations (as well as contributions) of the present study that

provide important directions for future research on adolescents' general and situation-specific tendencies to be a moral rebel.

Although the use of multiple raters (i.e., self, peer, and teacher) to assess adolescents' general tendencies to be a moral rebel (and the components associated with adolescents' general tendencies to be a moral rebel) was a strength of the current study, one potentially knowledgeable informant (i.e., parent) was not included. It would be useful for future research to collect parents' ratings of their adolescents' tendencies to be a moral rebel (and the components associated with this tendency) and to examine the intercorrelations with self-report, peer, and teacher ratings. Because adolescence is a time characterized by increasing independence from parents and greater involvement with peers (Harold et al., 2007), future research may reveal that parents may be less "knowledgeable" of their adolescent's tendencies to be a moral rebel than peers and teachers.

Future research might also examine if raters (i.e., self, peer, teacher, and parent) agree on the different ways in which adolescents may display their tendency to be a moral rebel (e.g., caring, just, and brave tendencies assessed in the current study). Peers, teachers, and parents likely have different opportunities to observe adolescents' tendencies to be a moral rebel and future research could examine if one informant is more knowledgeable than other informants when rating adolescents' tendencies to stand up for their beliefs and values despite social pressure not to do so in various social settings. Previous research (see Kenny, 1991; Richardson & Day, 2000) has argued that when individuals' behaviors vary depending on situation or context, informants tend to provide more accurate ratings for settings in which they have "heightened access." Consequently, future research could examine whether informant's descriptions of specific instances in which an adolescents behaves in a morally rebellious manner

are consistent with the adolescents' self-descriptions. This type of research may reveal that informants provide especially accurate ratings in situations in which he/she has more first-hand knowledge of the specific behavior under investigation.

A strength of the current study was the examination of three situation-specific ways in which adolescents may display their tendencies to be a moral rebel (i.e., caring, just, and brave). Although there are likely many situations in which individuals may stand up for their beliefs and values in the face of conformity pressures to comply, the caring, just, and brave categories of moral behavior find support in previous research (see Miller, 2000; Nodings, 1984; Rawls, 1971). Nonetheless, the findings that emerged in the current study are limited to the specific situations selected and may not generalize to other situations in which the tendency to be a moral rebel might be displayed. Given that this is the first study to examine adolescents' situation-specific tendencies to be a moral rebel, assessing other ways in which adolescents may display their tendencies to be a moral rebel would be a reasonable and appropriate direction for future research. For example, one feasible direction would be to examine the possible "topic-specific" rather than "situation-specific" displays of the tendency to stand up for one's beliefs and values despite social pressure not to do so. Previous research has demonstrated that the more individuals "value" a topic (e.g., gender equality), the more likely they are to take action against threats to that value or belief (see Crosby, 1993; Swim & Hyers, 1999). Consequently, future research examining individuals' topic-specific tendencies to be a moral rebel may find that the value or degree of importance individuals place on a given topic influences the extent to which they are willing to resist situational pressures to comply to stand up against threats to their values or beliefs concerning that topic. Further, measuring individuals' topic-specific tendencies to be a moral rebel would be particularly worthwhile if, despite potential methodological difficulties,

researchers examined individuals' tendencies to be a moral rebel in naturalistic settings involving observations of participants' actual behavior.

The current study's examination of the *combination* of variables potentially associated with adolescents' general and situation-specific tendencies to be a moral rebel was not particularly successful. Although the current study demonstrated relatively strong support for the role of moral courage characteristics in adolescents' tendencies to be a moral rebel, future research should continue to investigate the factors that may be associated with individuals' general and situation-specific tendencies to stand up for their beliefs and values despite conformity pressures not to do so. Specifically, with regard to adolescents' situation-specific (or topic-specific) tendencies to be a moral rebel, future research could examine the potential motivating influence of emotions in predicting individuals' tendencies to be a moral rebel. Previous research has demonstrated that emotions are a potent motivator of moral action, with anger motivating individuals to seek retribution against perpetrators and sadness motivating individuals to seek compensation for victims (Carlsmith, Darley, & Robinson, 2002; Darley, 2002; Darley & Pittman, 2003; de Rivera, Gerstmann, & Maisels, 2002; de Waal, 1996; Haidt, 2003; Tetlock, Kristel, Elson, Green, & Lerner, 2000). Consequently, future research on the tendency to be a moral rebel could examine if emotions provide the "motivational force" (see Haidt, 2003, p. 855) for individuals to adhere to their beliefs and values and to do the right thing despite social pressure not to do so. Because emotions serve as a "moral barometer" (see ideas by Tangney, Stuewig, & Mashek, 2007, p. 347), that provide immediate and salient feedback on the moral acceptability of our actions (or lack of actions), emotions may be an especially influential factor to consider when investigating individuals' willingness to act on their moral identities and stand up for their beliefs and values despite social pressure to behave otherwise.

The relatively weak pattern of results that emerged in the current study for the association between moral identity and the tendency to be a moral rebel casts some doubt on the notion that possessing a strong moral identity is an essential component of the tendency to be a moral rebel. However, as suggested previously (see Discussion page 71), it is possible that the middle-school students who participated in the present study possessed “strong enough” moral identities such that individual differences in moral courage characteristics (e.g., relatively high self-esteem) largely determined their tendency to be a moral rebel. Consequently, a worthwhile direction for future research is to examine the tendency to be a moral rebel among participants, such as conduct disordered or psychopathic adolescents, who will likely score extremely low on indices of moral identity. Such a study might find that participants scoring extremely low on moral identity would score lower on the tendency to be a moral rebel than participants with relatively high moral identities. Further, for participants with extremely low moral identities, possessing high moral courage characteristics (e.g., self-esteem, assertiveness) would likely not be associated with heightened tendencies to be a moral rebel.

Examination of the general and situation-specific tendencies to be a moral rebel during adolescence was a strength of the current study because this period of development is characterized by heightened peer pressure (Harold et al., 2007), making an adolescent moral rebel especially worthy of study. Despite the importance of studying the tendency to be a moral rebel during adolescence, this characteristic likely begins to emerge prior to adolescence. Consequently, an important direction for future research is the examination of the antecedents of the tendency to stand up for one’s beliefs and values despite pressure not to do so.

Individual differences in the general tendency to be a moral rebel may be related to parents’ styles of communicating values and beliefs to their children. Future research could

examine if the authoritative parenting style (Baumrind, 1967) is associated with the emergence of young moral rebels. Authoritative parents teach their children clear standards for moral behavior that encourage the child to accept the underlying belief or value. Research has demonstrated that children raised in authoritative homes are generally more resistive to antisocial peer pressures (e.g., to vandalize, cheat on an examination, steal) and are more willing to tell their friends not to engage in these immoral acts than adolescents raised in authoritarian or permissive homes (e.g., Steinberg, 1987). This research suggests that parenting style may be an important socialization factor to consider when investigating the antecedents of the tendency to be a moral rebel.

Future research could also examine whether parents who model the general and situation-specific tendencies to be moral rebel (as well as the components associated with these tendencies) raise children who have a heightened tendency to stand up for their beliefs and values despite social pressure not to do so. According to social learning theory, modeling is one important way that individuals learn a broad range of behaviors (Bandura, 1969). For example, research by London (1970) and Oliner and Oliner (1988) demonstrated that individuals who had been rescuers of Jews in Nazi-occupied Europe reported having parents who acted on their strong moral and humanitarian values (e.g., the obligation of all humans to care for one another). Further, research by Zhu, Riggio, Avolio, and Sosik (2011) demonstrated that models who possessed strong moral values and goals (i.e., heightened moral identity) and lead by example through “converting their moral intentions into action” (i.e., heightened moral courage; p. 151) were seen by followers as exemplary role models to emulate. Consequently, investigating parents’ modeling of the general and situation-specific tendencies to be a moral rebel, as well as the components proposed to be associated with these tendencies (i.e., moral identity and moral

courage characteristics) would be one viable direction to pursue when examining the development of the tendency to be a moral rebel in children.

Overall, there is still much to be learned about adolescents' general and situation-specific tendencies to be a moral rebel. However, the present study contributes to the literature on the tendency to be a moral rebel by providing important information about the measurement of adolescents' general and situation-specific tendencies to be a moral rebel as well as the characteristics associated with these tendencies. The current study hopefully provides a foundation for researchers to ask new and important questions about (1) the ways in which individuals stand up for their beliefs and values in the face of conformity pressures to comply and (2) the factors that motivate individuals to "swim against the stream" to defend their principles.

Table 1 - Variables in the Present Study Potentially Associated with Adolescents' General Tendency to be a Moral Rebel

<u>Moral Identity Variables</u>	<u>General Moral Courage Characteristic Variables</u>	<u>Criterion Variables</u>
Self (1-Item), Peer, and Teacher Ratings of Adolescents' Moral Identity	Self (1-Item), Peer, and Teacher Ratings of an Adolescent's Moral Courage Characteristics	Self (1-Item), Peer, and Teacher Ratings of Adolescents' General Tendency to be a Moral Rebel
Moral Identity (Scale)	Self-Esteem	Tendency to be a Moral Rebel (Scale)
	(Low) Need to Belong	
	Self-Efficacy	
	Assertiveness	
	Social Vigilantism	

Table 2 - Variables in the Present Study Potentially Associated with Adolescents' Situation-Specific Tendencies to be a Moral Rebel

<u>Moral Identity Variables</u>	<u>General Moral Courage Characteristics Variables</u>	<u>Criterion Variables</u>
Moral Identity (Scale)	Self-Esteem (Low) Need to Belong Self-Efficacy Assertiveness Social Vigilantism	Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel (Think and Act in a Similar Way) Caring, Just, and Brave Situation-Specific Tendencies to be a Moral Rebel (Would Act)
	<u>Caring Situation-Specific Moral Courage Characteristic</u>	
	Empathic Concern	
	<u>Just Situation-Specific Moral Courage Characteristic</u>	
	Justice Sensitivity	
	<u>Brave Situation-Specific Moral Courage Characteristic</u>	
	Willingness to Take Action in Physically Dangerous Situations	

Note. Each of the *general* moral courage characteristic variables were expected to predict *across* the caring, just, and brave situation-specific tendencies to be a moral rebel. In contrast, the *situation-specific* moral courage characteristics were expected to be relatively more important in predicting the “situation relevant” tendency to be a moral rebel and relatively less important in predicting the “less relevant” situation-specific tendency to be a moral rebel.

Table 3 - Order of the Materials Presented to the Adolescent Participants

The “First” Study

Assent Form (see Appendix C)

Demographic Information Form (see Appendix A)

Moral Identity Scale (see Appendix M)

Peer (and Self [1-Item]) Ratings of Adolescents’ Moral Identity Form (see Appendix N)

58-Item Questionnaire (“mixed” items from the Self-Esteem, Need to Belong, Self-Efficacy,

Assertiveness, Social Vigilantism, and Social Desirability measures; see Appendix AA)*

Peer (and Self [1-Item]) Ratings of Adolescents’ Tendencies to Demonstrate Moral Courage

Characteristics Form (see Appendix U)*

17-Item Questionnaire (“mixed” items from the Empathic Concern and Justice Sensitivity measures;

see Appendix BB)*

Willingness to Take Action in Physically Dangerous Situations Questionnaire (see Appendix Y)*

The “Second” Study

Tendency to be a Moral Rebel Scale (see Appendix D)

Peer (and Self [1-Item]) Rating of Adolescents’ Tendencies to be a Moral Rebel Form (see Appendix E)

Caring, Just, or Brave Scenarios (see Appendices G, H, and I, respectively) and Scenarios Responses

(see Appendices J, K, and L, respectively)

Debriefing Statement (see Appendix DD)

Note. * The order of these measures in the “First Study” was reversed for half the classroom sessions.

Although not part of the “first” or “second” study, participating middle-school teachers (one seventh-grade teacher and one eighth-grade teacher) were also asked to rate each participant on his/her tendency to be a moral rebel, possess a moral identity, and possess moral courage characteristics (see Procedure section for specific information about the timing of the distribution of the Teacher Rating Forms).

Table 4 - Mean Scores (Standard Deviations) on the Self (1-Item and Scale), Peer, and Teacher Ratings of Males' and Females' Tendencies to be a Moral Rebel (MR)

Measure	Males	Females	<i>t</i> (242)
Self (1-Item) Rating of MR	4.81 (1.24)	4.62 (1.17)	1.17
(Scale) Rating of MR	4.17 (0.75)	4.01 (0.71)	1.63
Peer Rating of MR	3.89 (0.78)	3.73 (0.73)	1.60
Teacher Rating of MR	3.98 (1.37)	4.19 (1.23)	-1.27

Note. All *t*'s are non-significant.

Table 5 - Mean Scores (Standard Deviations) on the Self (1-Item and Scale), Peer, and Teacher Ratings of Males' and Females' Tendencies to Possess a Moral Identity

Measure	<i>Males</i>		<i>Females</i>		<i>t</i> (242)
Self (1-Item) Rating of Moral Identity	4.85	(1.03)	5.06	(.91)	1.61
Moral Identity (Scale)	4.96	(.65)	5.11	(.51)	2.07*
Peer Rating of Moral Identity	3.84	(.67)	4.21	(.55)	4.62***
Teacher Rating of Moral Identity	4.25	(1.32)	4.74	(1.11)	3.04**

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 6 - Self (1-Item), Peer, and Teacher, and (Scale) Ratings of Males' and Females' Tendencies to Possess General Moral Courage Characteristics (MCC): Mean Scores (Standard Deviations)

Measure	Males	Females	<i>t</i> (242)
Self (1-Item), Peer, and Teacher Ratings of General MCC			
Self (1-Item) Rating of General MCC	4.79 (1.21)	4.82 (1.05)	-0.21
Peer Rating of General MCC	4.01 (.70)	4.11 (.66)	-1.16
Teacher Rating of General MCC	3.84 (1.47)	4.21 (1.33)	-1.99*
(Scale) Ratings of Five Individual General MCC			
Self-Esteem	4.58 (.98)	4.23 (1.00)	2.70**
(Low) Need to Belong	3.27 (.92)	3.18 (.92)	0.74
Self-Efficacy	4.86 (.90)	4.71 (.72)	1.42
Assertiveness	4.77 (.69)	4.54 (.75)	2.32*
Social Vigilantism	3.96 (.66)	3.73 (.58)	2.75**

* $p < .05$, ** $p < .01$

Table 7 - Correlations Among Scores on the Self (1-Item and Scale), Peer, and Teacher Ratings of Adolescents' Tendencies to be a Moral Rebel (MR) for the Entire Sample

Measure	1	2	3	4
1. Self (1-Item) Rating of MR	--	.51***	.45***	.23***
2. (Scale) Rating of MR		--	.45***	.24***
3. Peer Rating of MR			--	.48***
4. Teacher Rating of MR				--

*** $p < .001$

Table 8 - Correlations Among Scores on the Self (1-Item and Scale), Peer, and Teacher Ratings of Adolescents' Tendencies to be a Moral Rebel (MR) for Males and Females

Measure	1	2	3	4
1. Self (1-Item) Rating of MR	--	.58***	.48***	.28**
2. (Scale) Rating of MR	.47***	--	.49***	.23*
3. Peer Rating of MR	.42***	.41***	--	.52**
4. Teacher Rating of MR	.20*	.27**	.53***	--

Note. Correlations for male participants (n = 89) are presented above the diagonal and correlations for female participants (n = 154) are presented below the diagonal.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9 - Correlations Among Scores on the Self (1-Item and Scale), Peer, and Teacher Ratings of Adolescents' Tendencies to Possess a Moral Identity for the Entire Sample

Measure	1	2	3	4
1. Self (1-Item) Rating of Moral Identity	--	.34***	.36***	.28***
2. Moral Identity (Scale)		--	.31***	.21**
3. Peer Rating of Moral Identity			--	.58***
4. Teacher Rating of Moral Identity				--

** $p < .01$, *** $p < .001$

Table 10 - Correlations Among Scores on the Self (1-Item and Scale), Peer, and Teacher Ratings of Males' and Females' Tendencies to Possess a Moral Identity

Measure	1	2	3	4
1. Self (1-Item) Rating of Moral Identity	--	.48***	.43***	.31**
2. Moral Identity (Scale)	.20*	--	.29**	.21*
3. Peer Rating of Moral Identity	.29***	.29***	--	.63***
4. Teacher Rating of Moral Identity	.24**	.17*	.50***	--

Note. Correlations for male participants (n = 89) are presented above the diagonal and correlations for female participants (n = 154) are presented below the diagonal.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11 - Correlations Among Scores on the Self (1-Item), Peer, and Teacher Ratings of Adolescents' Tendencies to Possess General Moral Courage Characteristics (MCC)

Measure	1	2	3
1. Self (1-Item) Rating of General MCC	---	.52***	.28***
2. Peer Rating of General MCC		---	.51***
3. Teacher Rating of General MCC			---

*** $p < .001$

Table 12 - Correlations Among Scores on the Self (1-Item), Peer, and Teacher Ratings of Males' and Females' Tendencies to Possess General Moral Courage Characteristics (MCC)

Measure	1	2	3
1. Self (1-Item) Rating of General MCC	--	.57***	.31**
2. Peer Rating of General MCC	.49***	--	.63***
3. Teacher Rating of General MCC	.27**	.43***	--

Note. Correlations for male participants (n = 89) are presented above the diagonal and correlations for female participants (n = 154) are presented below the diagonal.

** $p < .01$, *** $p < .001$

Table 13 - Correlations Among Scores on the Ratings of Moral Identity, Tendency to Possess General Moral Courage Characteristics (MCC) and General Tendency to be a Moral Rebel (MR) for the Self (1-Item), Peer, and Teacher Ratings

Self (1-Item)	Moral Identity	General MCC	MR
Moral Identity	--	.40***	.32***
General MCC		--	.42***
MR			--

Peer Rating	Moral Identity	General MCC	MR
Moral Identity	--	.63***	.47***
General MCC		--	.68***
MR			--

Teacher Rating	Moral Identity	General MCC	MR
Moral Identity	--	.59***	.58***
General MCC		--	.57***
MR			--

*** $p < .001$

Table 14 - Correlations Among Scores on the Ratings of Moral Identity, Tendency to Possess General Moral Courage Characteristics (MCC) and General Tendency to be a Moral Rebel (MR) for the Self (1-item), Peer, and Teacher Ratings For Males

Self (1-Item)	Moral Identity	General MCC	MR
Moral Identity	--	.55***	.46***
General MCC		--	.50***
MR			--

Peer Rating	Moral Identity	General MCC	MR
Moral Identity	--	.74***	.56***
General MCC		--	.70***
MR			--

Teacher Rating	Moral Identity	General MCC	MR
Moral Identity	--	.62***	.69***
General MCC		--	.56***
MR			--

*** $p < .001$

Table 15 - Correlations Among Scores on the Ratings of Moral Identity, Tendency to Possess General Moral Courage Characteristics (MCC) and General Tendency to be a Moral Rebel (MR) for the Self (1-Item), Peer, and Teacher Ratings For Females

Self (1-Item)	Moral Identity	General MCC	MR
Moral Identity	--	.26***	.24***
General MCC		--	.37***
MR			--
Peer Rating	Moral Identity	General MCC	MR
Moral Identity	--	.75***	.50***
General MCC		--	.68***
MR			--
Teacher Rating	Moral Identity	General MCC	MR
Moral Identity	--	.56***	.50***
General MCC		--	.56***
MR			--

*** $p < .001$

Table 16 - Hierarchical Regression Analysis for the Interaction Between the Self (1-Item) Rating of Moral Identity and the Self (1-Item) Rating of General Moral Courage Characteristics (MCC) on the Self (1-Item) Rating of the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.019
A) Gender	-.09	-1.46	.15	
B) Social Desirability	.12	1.79	.07	
<i>Step 2</i>				.20***
C) Self (1-Item) Rating of Moral Identity	.20	3.14	< .01	
D) Self (1-Item) Rating of General MCC	.36	5.46	< .001	
<i>Step 3</i>				.001
E) C X D	.03	.52	.61	

*** $p < .001$

Table 17 - Hierarchical Regression Analysis for the Interaction Between the Peer Rating of Participants' Moral Identity Scores and the Peer Rating of Participants' General Moral Courage Characteristic (MCC) Scores on the Peer Rating of Participants' General Tendency to be a Moral Rebel Scores

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.011
A) Gender	-.10	-1.52	.13	
B) Social Desirability	-.02	-0.35	.73	
<i>Step 2</i>				.500***
C) Peer Rating of Moral Identity	.04	0.55	.59	
D) Peer Rating of General MCC	.69	10.18	< .001	
<i>Step 3</i>				.009*
E) C X D	.10	2.12	< .05	

* $p < .05$, *** $p < .001$

Table 18 - Hierarchical Regression Analysis for the Interaction Between the Teacher Ratings of Participants' Moral Identity Scores and the Teacher Rating of Participants' General Moral Courage Characteristic (MCC) Scores on the Teacher Ratings of Participants' General Tendency to be a Moral Rebel Scores

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.010
A) Gender	.07	1.09	.28	
B) Social Desirability	.06	0.96	.34	
<i>Step 2</i>				.410***
C) Teacher Rating of Moral Identity	.39	6.28	< .001	
D) Teacher Rating of General MCC	.36	5.75	< .001	
<i>Step 3</i>				.000
E) C X D	.00	0.09	.93	

*** $p < .001$

Table 19 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Self-Esteem on the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.028*
C) Moral Identity (Scale)	.04	0.62	.54	
D) Self-Esteem	.17	2.37	< .05	
<i>Step 3</i>				.001
E) C X D	.03	0.52	.60	

* $p < .05$

Table 20 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Low Need to Belong on the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.219***
C) Moral Identity (Scale)	.23	3.60	< .001	
D) Low Need to Belong	.49	8.27	< .001	
<i>Step 3</i>				.004
E) C X D	.06	1.12	.26	

* $p < .05$, *** $p < .001$

Table 21 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Self-Efficacy on the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.066***
C) Moral Identity (Scale)	-.03	-0.41	.68	
D) Self-Efficacy	.29	4.00	< .001	
<i>Step 3</i>				.011
E) C X D	.12	1.74	.08	

* $p < .05$, *** $p < .001$

Table 22 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Assertiveness on the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.090***
C) Moral Identity (Scale)	.04	0.59	.56	
D) Assertiveness	.30	4.80	< .001	
<i>Step 3</i>				.009
E) C X D	.09	1.53	.13	

* $p < .05$, *** $p < .001$

Table 23 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Social Vigilantism on the General Tendency to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.075***
C) Moral Identity (Scale)	.01	0.12	.91	
D) Social Vigilantism	.28	4.32	< .001	
<i>Step 3</i>				.001
E) C X D	-.04	0.62	.54	

* $p < .01$, *** $p < .001$

Table 24 - Correlations Among Scores on the Adolescents' Tendencies to be a Moral Rebel, Moral Identity (Scale), Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism

Measure	1	2	3	4	5	6	7
1. Moral Rebel	---	.15*	.27**	.36***	.35***	.29***	.22**
2. Moral Identity (Scale)		---	.33***	.17**	.46***	.06	.18**
3. Self-Esteem			---	.19**	.60***	.21**	.11
4. Low Need to Belong				---	.01	-.10	.09
5. Self-Efficacy					---	.23***	.32***
6. Assertiveness						---	.22***
7. Social Vigilantism							---

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 25 - Hierarchical Regression for the Interaction Between the Moral Identity (Scale) and Each General Moral Courage Characteristic on Adolescents' General Tendencies to be a Moral Rebel

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.037*
A) Gender	-.06	-0.99	.32	
B) Social Desirability	.19	2.98	< .01	
<i>Step 2</i>				.339***
C) Moral Identity (Scale)	.09	1.35	.18	
D) Self-Esteem	-.10	-1.35	.18	
E) (Low) Need to Belong	.48	8.35	< .001	
F) Self-Efficacy	.21	2.86	< .01	
G) Assertiveness	.15	2.72	< .01	
H) Social Vigilantism	.20	3.55	< .001	
<i>Step 3</i>				.019
I) C X D	-.01	-0.13	.89	
J) C X E	.07	1.12	.26	
K) C X F	.07	0.94	.35	
L) C X G	.13	2.20	< .05	
M) C X H	-.02	0.36	.72	

* $p < .05$, *** $p < .001$

Table 26 - Significant Predictors of Participants' Scores on the Various Indices of the General Tendency to be a Moral Rebel (MR): Summary of Hierarchical Regressions

<u>General MR index</u>	<u>Significant Predictors</u>
Self (1-Item) Rating	<ul style="list-style-type: none"> -Self (1-Item) Rating of Moral Identity -Self (1-Item) Rating of General Moral Courage Characteristics
Peer Rating	<ul style="list-style-type: none"> -Peer Rating of General Moral Courage Characteristics -Interaction of Peer Rating of Moral Identity and Peer Rating of General Moral Courage Characteristics
Teacher Rating	<ul style="list-style-type: none"> -Teacher Rating of Moral Identity -Teacher Rating of General Moral Courage Characteristics
(Scale) Rating	<ul style="list-style-type: none"> -Self-Esteem -(Low) Need to Belong* and Moral Identity (Scale) -Self-Efficacy* -Assertiveness* -Social Vigilantism*

*Remained significant in the "relative strength" hierarchical regression in which the Moral Identity (Scale) and all five General Moral Courage Characteristics (i.e., Self-Esteem, [Low] Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism) were entered.

Table 27 - Mean Scores (Standard Deviations) on the Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations Scales for Males and Females

Measure	Males	Females	<i>t</i> (242)
Empathic Concern	4.09 (.92)	4.42 (.77)	-3.03**
Justice Sensitivity	4.57 (.84)	4.65 (.56)	0.90
Action...Dangerous Situations	4.43 (.95)	3.92 (.92)	4.09***

p* < .01, *p* < .001

Table 28 - Correlations Between Scores on the Adolescents' Caring, Just, and Brave Tendencies to be a Moral Rebel and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations)

Measure	Caring	Just	Brave
Empathic Concern	.48***	-.02	.06
Justice Sensitivity	.29*	.04	.16
Action...Dangerous Situations	.15	.22*	.55***

* $p < .05$, ** $p < .001$

Table 29 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Self-Esteem for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.382***				.015				.003
A) Gender	.22	2.18	< .05		-.03	0.26	.79		-.06	-0.46	.64	
B) Social Desirability	.54	5.37	< .001		-.11	-1.11	.27		.01	0.64	.95	
<i>Step 2</i>				.008				.021				.038
C) Moral Identity (Scale)	-.01	-0.12	.90		.12	0.92	.36		-.08	-0.58	.56	
D) Self-Esteem	-.10	-0.86	.39		.09	0.75	.45		.24	1.63	.12	
<i>Step 3</i>				.003				.006				.006
E) C X D	-.06	-0.58	.56		.09	0.76	.45		.09	0.66	.52	

*** $p < .001$

Table 30 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Low Need to Belong for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.382***				.015				.003
A) Gender	.22	2.18	< .05		-.03	0.26	.79		-.06	-0.46	.64	
B) Social Desirability	.54	5.37	< .001		.11	1.11	.27		.01	0.64	.95	
<i>Step 2</i>				.005				.085*				.019
C) Moral Identity (Scale)	.04	0.35	.73		.23	2.06	< .05		.03	0.21	.84	
D) (Low) Need to Belong	.09	0.70	.49		.28	2.78	< .01		.14	1.15	.26	
<i>Step 3</i>				.008				.020				.016
E) C X D	.09	0.88	.38		.14	1.52	.13		.14	1.06	.29	

* $p < .05$, *** $p < .001$

Table 31 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Self-Efficacy for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.382***				.015				.003
A) Gender	.22	2.18	< .05		-.03	0.26	.79		-.06	-0.46	.64	
B) Social Desirability	.54	5.37	< .001		.11	1.11	.27		.01	0.64	.95	
<i>Step 2</i>				.006				.032				.126*
C) Moral Identity (Scale)	-.05	-0.39	.70		.07	0.63	.53		-.18	-1.35	.18	
D) Self-Efficacy	.09	0.75	.45		.15	1.34	.18		.44	3.14	< .01	
<i>Step 3</i>				.019				.018				.009
E) C X D	-.15	-1.39	.17		-.16	-1.37	.17		-.12	-0.85	.40	

* $p < .05$, *** $p < .001$

Table 32 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Assertiveness for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	<i>t</i>	<i>p</i>	ΔR^2	β	<i>t</i>	<i>p</i>	ΔR^2	β	<i>t</i>	<i>p</i>	ΔR^2
<i>Step 1</i>				.382***				.015				.003
A) Gender	.22	2.18	< .05		-.03	-0.26	.79		-.06	-0.46	.64	
B) Social Desirability	.54	5.37	< .001		.11	1.11	.27		.01	0.64	.95	
<i>Step 2</i>				.006				.068*				.002
C) Moral Identity (Scale)	-.02	0.20	.84		.13	1.19	.24		-.00	-0.02	.99	
D) Assertiveness	.08	0.78	.44		.24	2.41	< .05		-.04	-0.31	.76	
<i>Step 3</i>				.002				.029				.009
E) C X D	-.05	0.44	.67		-.17	-1.81	.07		.11	0.79	.43	

* $p < .05$, *** $p < .001$

Table 33 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Social Vigilantism for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.382***				.015				.003
A) Gender	.22	2.18	< .05		-.03	0.26	.79		-.06	-0.46	.64	
B) Social Desirability	.54	5.37	< .001		.11	1.11	.27		.01	0.64	.95	
<i>Step 2</i>				.008				.015				.060
C) Moral Identity (Scale)	-.03	-0.26	.80		.13	1.14	.26		-.09	-0.67	.51	
D) Social Vigilantism	.10	0.91	.40		.01	0.13	.90		.27	2.08	< .05	
<i>Step 3</i>				.030				.064*				.004
E) C X D	-.18	-1.76	.08		-.27	-2.64	< .05		-.07	-0.56	.58	

** $p < .05$, *** $p < .001$

Table 34 - Correlations Between Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, and Social Vigilantism and the Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Scale	Caring	Just	Brave
Self-Esteem	.14	.07	.18
(Low) Need to Belong	.25*	.20*	.14
Self-Efficacy	.27*	.13	.30**
Assertiveness	.12	.26**	-.03
Social Vigilantism	-.05	-.02	.24*

* $p < .05$, ** $p < .01$

Table 35 - Relative Strength Regression for the Caring Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.382***
A) Gender	.22	2.18	< .05	
B) Social Desirability	.54	5.37	< .001	
<i>Step 2</i>				.011
C) Moral Identity (Scale)	-.08	-0.61	.55	
D) (Low) Need to Belong	.09	0.72	.47	
E) Self Efficacy	.09	0.77	.44	
<i>Step 3</i>				.029
F) C X D	.12	1.08	.29	
G) C X E	-.15	-1.43	.16	

*** $p < .001$

Table 36 - Relative Strength Regression for the Just Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.015
A) Gender	-.03	-0.26	.79	
B) Social Desirability	-.11	-1.11	.27	
<i>Step 2</i>				.116**
C) Moral Identity (Scale)	.20	1.87	.07	
D) (Low) Need to Belong	.24	2.34	< .05	
E) Assertiveness	.19	1.88	.06	
<i>Step 3</i>				.089**
F) C X D	.26	2.62	< .05	
G) C X E	-.30	-2.98	< .01	

** $p < .01$

Table 37 - Relative Strength Regression for the Brave Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.003
A) Gender	-.06	-0.47	.64	
B) Social Desirability	.01	0.06	.95	
<i>Step 2</i>				.152*
C) Moral Identity (Scale)	-.21	-1.59	.12	
D) Self-Efficacy	.39	2.71	< .01	
E) Social Vigilantism	.19	1.244	.15	
<i>Step 3</i>				.009
F) C X D	-.11	-0.76	.45	
G) C X E	.07	0.54	.59	

* $p < .05$

Table 38 - Hierarchical Regression Analysis for the Interaction Among the Moral Identity (Scale), Empathic Concern, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.022
A) Gender	.01	0.16	.87	
B) Social Desirability	.15	2.28	< .05	
<i>Step 2</i>				.117***
C) Moral Identity (Scale)	-.01	-0.15	.88	
D) Empathic Concern	.11	1.45	.15	
E) Dummy-Coded Scenario				
a. Just	.27	3.63	< .001	
b. Brave	-.09	-2.25	.21	
<i>Step 3</i>				.054*
F) C X D	.01	0.20	.84	
G) C X E	-.02	-0.13	.89	
H) D X E	.50	3.62	< .001	
<i>Step 4</i>				.003
I) C X D X E	.10	0.62	.54	

Note: The caring scenario served as the reference group, * $p < .05$, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 39 - Hierarchical Regression Analysis for the Interaction Among the Moral Identity (Scale), Justice Sensitivity, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.022
A) Gender	.01	0.16	.87	
B) Social Desirability	.15	2.28	< .05	
<i>Step 2</i>				.122***
C) Moral Identity (Scale)	-.01	-0.12	.90	
D) Justice Sensitivity	.12	1.88	.06	
E) Dummy-Coded Scenario Scores				
a. Just	.28	3.82	< .001	
b. Brave	-.07	-0.97	.33	
<i>Step 3</i>				.026
F) C X D	.02	0.27	.79	
G) C X E	.14	1.05	.30	
H) D X E	.32	2.13	< .05	
<i>Step 4</i>				.000
I) C X D X E	.00	0.00	.99	

Note: The caring scenario served as the comparison group, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 40 -Hierarchical Regression Analysis for the Interaction Among the Moral Identity (Scale), Willingness to Take Action in Physically Dangerous Situations, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.022
A) Gender	.01	0.16	.87	
B) Social Desirability	.15	2.28	< .05	
<i>Step 2</i>				.205***
C) Moral Identity (Scale)	.02	0.34	.73	
D) Action...Dangerous Situations	.32	5.41	< .001	
E) Dummy-Coded Scenario Scores				
a. Just	.30	4.25	< .001	
b. Brave	-.11	-1.54	.13	
<i>Step 3</i>				.059**
F) C X D	-.03	-0.52	.61	
G) C X E	.22	1.85	.06	
H) D X E	.20	1.95	= .05	
<i>Step 4</i>				.001
I) C X D X E	.03	0.22	.83	

Note: The caring scenario served as the comparison group, ** $p < .01$, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 41 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Caring Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.382***
A) Gender	.22	2.18	< .05	
B) Social Desirability	.54	5.37	< .001	
<i>Step 2</i>				.110*
C) Moral Identity (Scale)	-.12	-1.06	.29	
D) Empathic Concern	.22	1.55	.13	
E) Justice Sensitivity	.11	0.96	.34	
F) Action...Dangerous Situations	.26	2.65	< .05	
<i>Step 3</i>				.006
G) C X D	.06	0.46	.65	
H) C X E	.04	0.36	.72	
I) C X F	.02	0.22	.83	

Note: * $p < .05$, *** $p < .001$.

Table 42 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Just Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.015
A) Gender	-.03	-0.26	.79	
B) Social Desirability	-.11	-1.11	.27	
<i>Step 2</i>				.057
C) Moral Identity (Scale)	.13	1.09	.28	
D) Empathic Concern	.00	0.01	.99	
E) Justice Sensitivity	.02	0.14	.87	
F) Action...Dangerous Situations	.21	2.07	< .05	
<i>Step 3</i>				.002
G) C X D	.03	0.18	.86	
H) C X E	.01	0.07	.94	
I) C X F	-.02	-0.19	.85	

Table 43 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Brave Tendency to be a Moral Rebel (Think and Act in a Similar Way)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.003
A) Gender	-.06	-0.47	.64	
B) Social Desirability	.01	0.06	.95	
<i>Step 2</i>				.336***
C) Moral Identity (Scale)	-.09	-0.69	.49	
D) Empathic Concern	-.14	-0.95	.35	
E) Justice Sensitivity	.21	1.58	.12	
F) Action...Dangerous Situations	.59	5.46	< .001	
<i>Step 3</i>				.012
G) C X D	-.19	-0.94	.35	
H) C X E	.13	0.56	.58	
I) C X F	-.06	-0.48	.63	

*** $p < .001$

Table 44 - Significant Predictors of Participants' Scores on the Various Indices of the Situation-Specific Tendencies to be a Moral Rebel (MR; Think and Act in a Similar Way): Summary of Hierarchical Regressions

<u>Situation-Specific MR Index</u>	<u>Significant Predictors</u>
Caring	-Empathic Concern ⁺ -Willingness to Take Action in Physically Dangerous Situations [#]
Just	-(Low) Need to Belong* and Moral Identity (Scale) -Assertiveness -Interaction of the Moral Identity (Scale) and Social Vigilantism -Interaction of the Moral Identity (Scale) and (Low) Need to Belong [#] -Interaction of the Moral Identity (Scale) and Assertiveness [#]
Brave	-Self-Efficacy* -Willingness to Take Action in Physically Dangerous Situations* ⁺

Note. *Remained significant in the "relative strength" hierarchical regressions, [#]Emerged as significant only in a "relative strength" hierarchical regression, ⁺Beta emerged as significant in an interaction.

Table 45 - Correlations Between Scores on the Adolescents' Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, Willingness to Take Action in Physically Dangerous Situations)

Measure	Caring	Just	Brave
Empathic Concern	.54***	.04	.26*
Justice Sensitivity	.33*	.19	.23
Action...Dangerous Situations	.12	.24*	.48***

* $p < .05$, ** $p < .001$

Table 46 - Hierarchical Regression Analysis for the Interaction Between Moral Identity (Scale) and Self-Esteem for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.327***				.056				.011
F) Gender	.12	1.10	.28		-.23	-2.25	< .05		.01	0.17	.86	
G) Social Desirability	.54	5.14	< .001		-.03	-0.27	.79		.10	0.86	.39	
<i>Step 2</i>				.010				.023				.007
H) Moral Identity (Scale)	.08	0.71	.48		.04	0.31	.76		.03	0.22	.83	
I) Self-Esteem	-.08	-0.65	.52		.15	1.35	.18		.09	0.58	.56	
<i>Step 3</i>				.003				.015				.003
J) C X D	-.05	-0.48	.63		-.14	-1.29	.20		-.06	-0.45	.66	

*** $p < .001$

Table 47 - Hierarchical Regression Analysis for the Interaction Between Moral Identity (Scale) and Low Need to Belong for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.327***				.056				.011
A) Gender	.12	1.10	.28		-.23	-2.25	< .05		.02	0.17	.86	
B) Social Desirability	.54	5.14	< .001		-.03	-0.27	.79		.10	0.86	.39	
<i>Step 2</i>				.006				.035				.003
C) Moral Identity (Scale)	.08	0.62	.54		.15	1.31	.19		.06	0.43	.67	
D) (Low) Need to Belong	.02	0.13	.90		.18	1.77	.08		.02	0.13	.90	
<i>Step 3</i>				.034				.092**				.001
E) C X D	.19	1.77	.08		.31	3.34	< .01		.03	0.24	.81	

** $p < .01$, *** $p < .001$

Table 48 - Hierarchical Regression Analysis for the Interaction Between Moral Identity (Scale) and Self-Efficacy for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.327***				.056				.011
A) Gender	.12	1.10	.28		-.23	-2.25	< .05		.02	0.17	.86	
B) Social Desirability	.54	5.14	< .001		-.03	-0.27	.79		.10	0.86	.39	
<i>Step 2</i>				.010				.009				.089*
C) Moral Identity (Scale)	.05	0.41	.68		.06	0.53	.60		-.09	-0.64	.52	
D) Self-Efficacy	.08	0.66	.51		.06	0.57	.57		.36	2.57	< .05	
<i>Step 3</i>				.008				.005				.018
E) C X D	-.10	-0.87	.39		-.09	-0.72	.48		-.17	-1.17	.25	

* $p < .05$, *** $p < .001$

Table 49 - Hierarchical Regression Analysis for the Interaction Between Moral Identity (Scale) and Assertiveness for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.327***				.056				.011
A) Gender	.12	1.10	.28		-.23	-2.25	< .05		.02	0.17	.86	
B) Social Desirability	.54	5.14	< .001		-.03	-0.27	.79		.10	0.86	.39	
<i>Step 2</i>				.032				.050				.016
C) Moral Identity (Scale)	.06	0.55	.59		.08	0.74	.46		.08	0.63	.53	
D) Assertiveness	.17	1.58	.12		.21	2.20	< .05		-.13	-0.97	.33	
<i>Step 3</i>				.017				.038*				.000
E) C X D	-.16	-1.27	.21		.20	2.10	< .05		-.02	-0.14	.89	

* $p < .05$, *** $p < .001$

Table 50 - Hierarchical Regression Analysis for the Interaction Between Moral Identity (Scale) and Social Vigilantism for the Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	<u>Caring</u>				<u>Just</u>				<u>Brave</u>			
	β	t	p	ΔR^2	β	t	p	ΔR^2	β	t	p	ΔR^2
<i>Step 1</i>				.327***				.056				.011
A) Gender	.12	1.10	.28		-.23	-2.25	< .05		.02	0.17	.86	
B) Social Desirability	.54	5.14	< .001		-.03	-0.27	.79		.10	0.86	.39	
<i>Step 2</i>				.035				.006				.089*
C) Moral Identity (Scale)	.05	0.46	.65		.09	0.75	.46		-.04	-0.29	.77	
D) Social Vigilantism	.18	1.67	.10		.01	0.08	.94		.33	2.56	< .05	
<i>Step 3</i>				.010				.021				.007
E) C X D	-.11	-0.99	.33		-.15	-1.51	.14		-.09	-0.74	.46	

* $p < .05$, *** $p < .001$

Table 51 - Inter-Correlations Among Scores on Adolescents' Caring Tendency to be a Moral Rebel (Would Act), Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism, and Social Desirability

Scale	1	2	3	4	5	6	7
1. Caring (Would Act)	---	.17	.24	.30*	.22	.04	.56***
2. Self-Esteem		---	.26*	.52***	.12	-.06	.45***
3. (Low) Need to Belong			---	.07	.06	.02	.43***
4. Self-Efficacy				---	.16	.08	.42**
5. Assertiveness					---	.29*	.10
6. Social Vigilantism						---	-.24
7. Social Desirability							---

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 52 - Inter-Correlations Among Scores on Adolescents' Just Tendency to be a Moral Rebel (Would Act), Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism, and Social Desirability

Scale	1	2	3	4	5	6	7
1. Just (Would Act)	---	.14	.13	.07	.24*	.07	-.09
2. Self-Esteem		---	.13	.61***	.24*	.12	.35***
3. (Low) Need to Belong			---	.05	.17	.25**	.13
4. Self-Efficacy				---	.29**	.42***	.31**
5. Assertiveness					---	.33**	-.20*
6. Social Vigilantism						---	-.01
7. Social Desirability							---

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 53 - Inter-Correlations Among Scores on Adolescents' Brave Tendency to be a Moral Rebel (Would Act), Self-Esteem, (Low) Need to Belong, Self-Efficacy, Assertiveness, Social Vigilantism, and Social Desirability

Scale	1	2	3	4	5	6	7
1. Brave (Would Act)	---	.10	.01	.29*	-.12	.27*	.10
2. Self-Esteem		---	.19	.65***	.24*	.23	.36***
3. (Low) Need to Belong			---	.05	.03	.00	.06
4. Self-Efficacy				---	.18	.33**	.39**
5. Assertiveness					---	.08	-.23*
6. Social Vigilantism						---	-.06
7. Social Desirability							---

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 54 - Relative Strength Regression for the Brave Tendency to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.011
A) Gender	.02	0.17	.86	
B) Social Desirability	.10	0.86	.39	
<i>Step 2</i>				.142*
C) Moral Identity (Scale)	-.13	-0.99	.33	
D) Self-Efficacy	.29	2.04	< .05	
E) Social Vigilantism	.26	2.03	< .05	
<i>Step 3</i>				.010
F) C X D	-.14	-0.89	.38	
G) C X E	.02	0.17	.86	

* $p < .05$

Table 55 - Hierarchical Regression Analysis for the Interaction Among the Moral Identity (Scale), Empathic Concern, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.038
A) Gender	-.05	-0.73	.47	
B) Social Desirability	.20	3.08	< .01	
<i>Step 2</i>				.244***
C) Moral Identity (Scale)	-.04	-0.53	.60	
D) Empathic Concern	.24	3.30	< .01	
E) Dummy-Coded Scenario				
a. Just	.41	6.09	< .001	
b. Brave	-.08	-1.15	.25	
<i>Step 3</i>				.064**
F) C X D	-.10	-1.77	.08	
G) C X E	.07	0.52	.60	
H) D X E	.53	4.21	< .001	
<i>Step 4</i>				.008
I) C X D X E	.11	0.74	.46	

Note: The caring scenario served as the reference group, ** $p < .01$, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 56 - Hierarchical Regression Analysis for the Interaction Among Moral Identity (Scale), Justice Sensitivity, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.038
A) Gender	-.05	-0.73	.47	
B) Social Desirability	.20	3.08	< .01	
<i>Step 2</i>				.239***
C) Moral Identity (Scale)	-.01	-0.90	.93	
D) Justice Sensitivity	.18	3.03	< .01	
E) Dummy-Coded Scenario				
a. Just	.43	6.40	< .001	
b. Brave	-.04	-0.59	.55	
<i>Step 3</i>				.028
F) C X D	-.01	-0.21	.84	
G) C X E	.21	1.71	.09	
H) D X E	.34	2.49	< .05	
<i>Step 4</i>				.000
I) C X D X E	-.04	-0.20	.84	

Note: The caring scenario served as the reference group, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 57 - Hierarchical Regression Analysis for the Interaction Among the Moral Identity (Scale), Willingness to Take Action in Physically Dangerous Situations, and the (Dummy-Coded) Caring, Just, and Brave Tendencies to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.038
A) Gender	-.05	-0.73	.47	
B) Social Desirability	.20	3.08	< .01	
<i>Step 2</i>				.275***
C) Moral Identity (Scale)	.05	0.75	.45	
D) Action...Dangerous Situations	.27	4.68	< .001	
E) Dummy-Coded Scenario				
a. Just	.44	6.66	< .001	
b. Brave	-.08	-1.17	.25	
<i>Step 3</i>				.056**
F) C X D	.04	0.69	.49	
G) C X E	.28	2.48	< .05	
H) D X E	.15	1.51	.13	
<i>Step 4</i>				.001
I) C X D X E	.03	0.30	.76	

Note: The Caring scenario serves as the reference group, ** $p < .01$, *** $p < .001$. Main effects are not of interest without considering the scenario (i.e., caring, just, and brave) distinction.

Table 58 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Caring Tendency to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.327***
A) Gender	.12	1.10	.28	
B) Social Desirability	.54	5.14	< .001	
<i>Step 2</i>				.118*
C) Moral Identity (Scale)	-.04	-0.38	.70	
D) Empathic Concern	.30	1.99	= .05	
E) Justice Sensitivity	.10	0.89	.38	
F) Action...Dangerous Situations	.22	2.14	< .05	
<i>Step 3</i>				.009
G) C X D	.04	0.30	.77	
H) C X E	.06	0.49	.62	
I) C X F	.05	0.43	.67	

Note: * $p < .05$, *** $p < .001$

Table 59 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Just Tendency to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.056
A) Gender	-.23	-2.25	< .05	
B) Social Desirability	-.03	-0.27	.79	
<i>Step 2</i>				.067
C) Moral Identity (Scale)	.03	0.22	.83	
D) Empathic Concern	.06	0.41	.69	
E) Justice Sensitivity	.16	1.43	.16	
F) Action...Dangerous Situations	.17	1.65	.10	
<i>Step 3</i>				.076*
G) C X D	.27	1.83	.07	
H) C X E	.08	0.56	.58	
I) C X F	.12	1.03	.31	

* $p < .05$

Table 60 - Hierarchical Regression Analysis for the Interaction Between the Moral Identity (Scale) and Each Situation-Specific Moral Courage Characteristic (Empathic Concern, Justice Sensitivity, and Willingness to Take Action in Physically Dangerous Situations) on the Brave Tendency to be a Moral Rebel (Would Act)

Regression Step	β	t	p	ΔR^2
<i>Step 1</i>				.011
A) Gender	.02	0.17	.86	
B) Social Desirability	.10	0.86	.39	
<i>Step 2</i>				.294***
C) Moral Identity (Scale)	-.09	-0.69	.49	
D) Empathic Concern	.13	0.84	.40	
E) Justice Sensitivity	.13	0.93	.36	
F) Action...Dangerous Situations	.51	4.58	< .001	
<i>Step 3</i>				.057
G) C X D	-.48	-2.32	< .05	
H) C X E	.36	1.57	.12	
I) C X F	.00	0.03	.98	

*** $p < .001$

Table 61 - Significant Predictors of Participants' Scores on the Various Indices of the Situation-Specific Tendencies to be a Moral Rebel (MR; Would Act): Summary of Hierarchical Regressions

<u>Situation-Specific MR index</u>	<u>Significant Predictors</u>
Caring	-Empathic Concern ⁺ - Moral Identity (Scale) ⁺ -Willingness to Take Action in Physically Dangerous Situations [#]
Just	-Interaction of the Moral Identity (Scale) and (Low) Need to Belong -Interaction of the Moral Identity (Scale) and Assertiveness
Brave	-Self Efficacy* -Social Vigilantism* -Empathic Concern ⁺ -Willingness to Take Action in Physically Dangerous Situations [#]

Note. *Remained significant in the "relative strength" hierarchical regression, [#]Emerged as significant only in a "relative strength" hierarchical regression, ⁺Beta emerged as significant in an interaction.

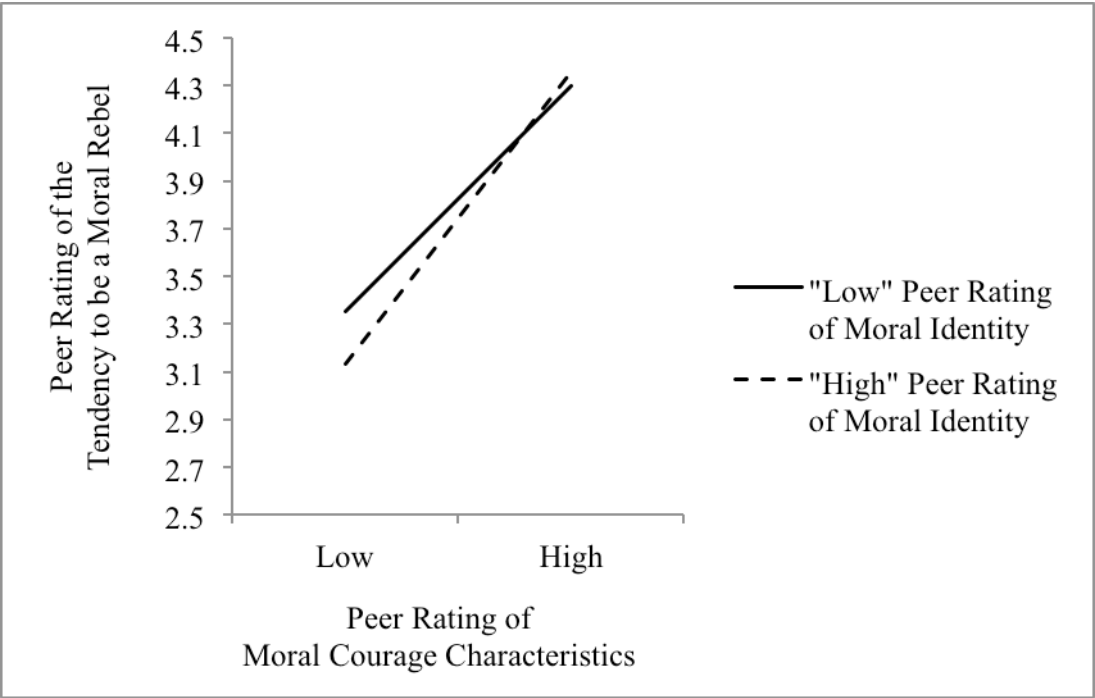


Figure 1 - Simple Slopes for the Interaction Between the Peer Rating of Participants' Moral Identity and the Peer Rating of Participants' General Moral Courage Characteristics on the Peer Rating of Participants' General Tendency to be a Moral Rebel (see Table 17 for relevant statistics)

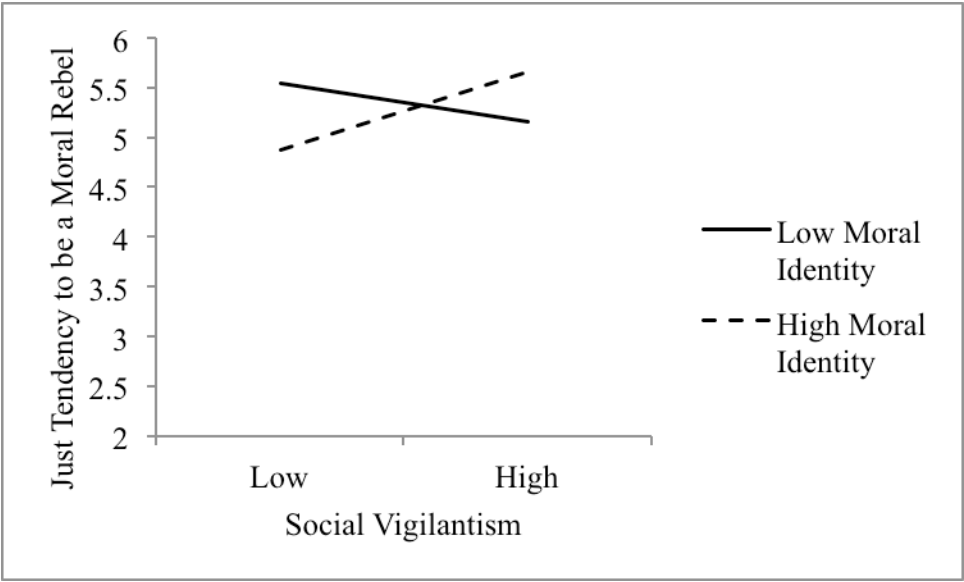


Figure 2 - Simple slopes for the interaction between Moral Identity (Scale) and Social Vigilantism on the Just Tendency to be a Moral Rebel (Think and Act in a Similar Way).

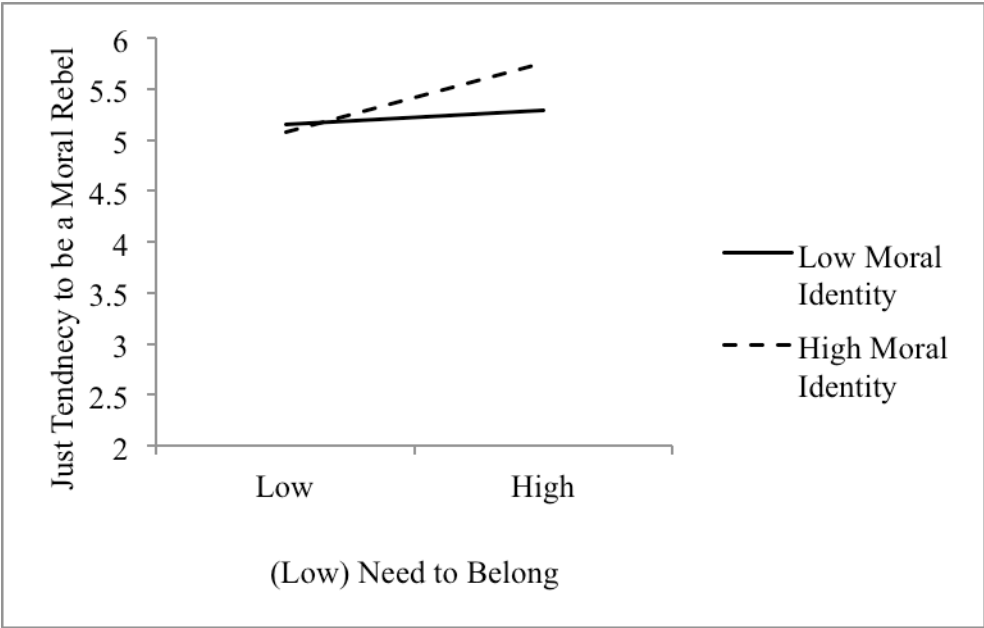


Figure 3 - Simple slopes for the interaction between Moral Identity (Scale) and (Low) Need to Belong on the Just Tendency to be a Moral Rebel (Think and Act in a Similar Way).

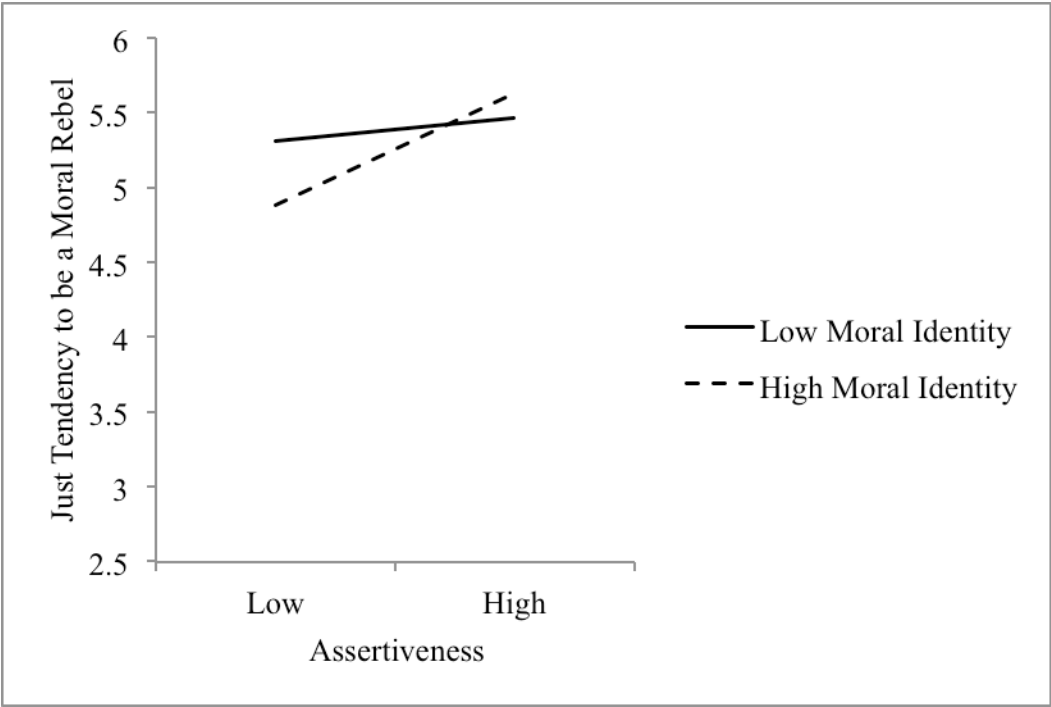


Figure 4 - Simple slopes for the interaction between Moral Identity (Scale) and Assertiveness on the Just Tendency to be a Moral Rebel (Think and Act in a Similar Way).

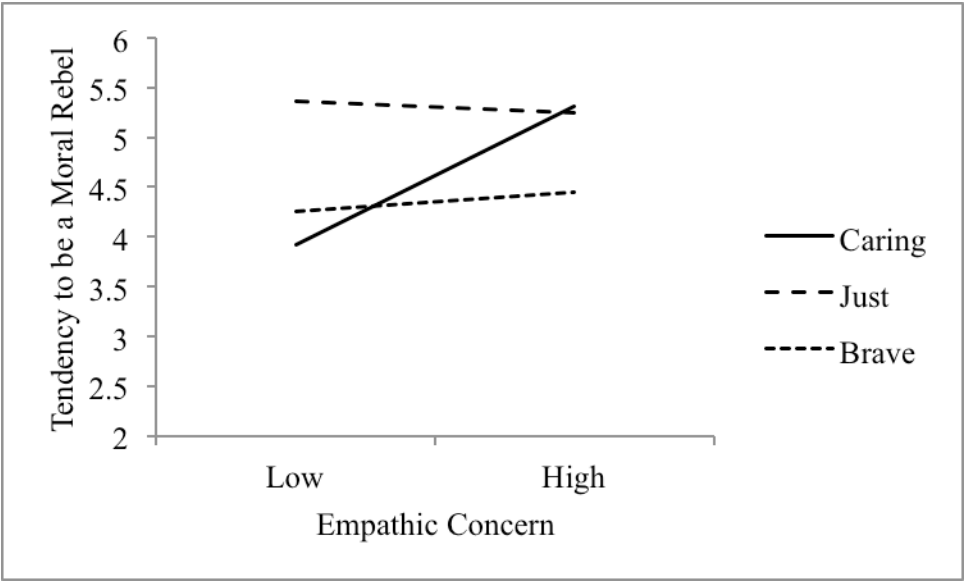


Figure 5 - Simple slopes for the interaction between Empathic Concern and the Caring, Just, and Brave Scenarios on the Tendency to be a Moral Rebel (Think and Act in a Similar Way).

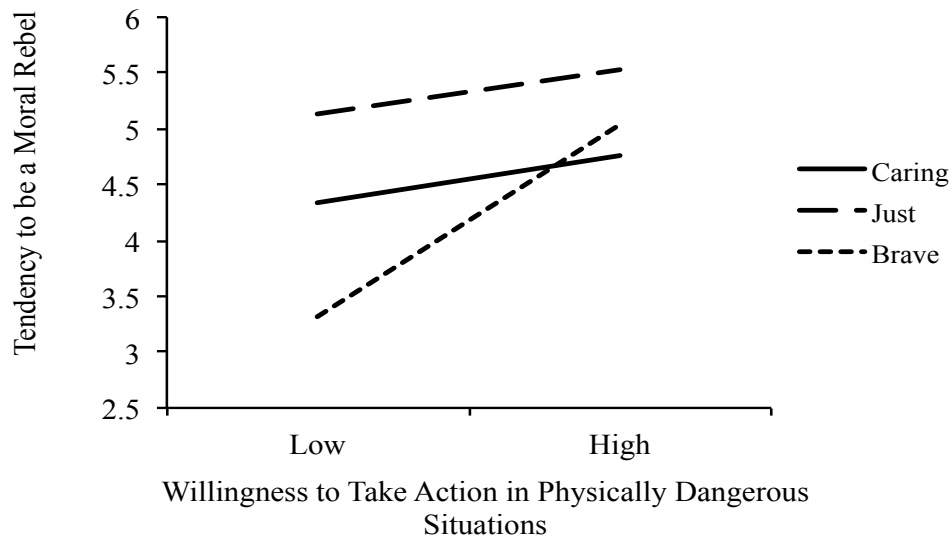


Figure 6 - Simple slopes for the interaction between Willingness to Take Action in Physically Dangerous Situations and Caring, Just, and Brave Scenarios on the Tendency to be a Moral Rebel (Think and Act in a Similar Way).

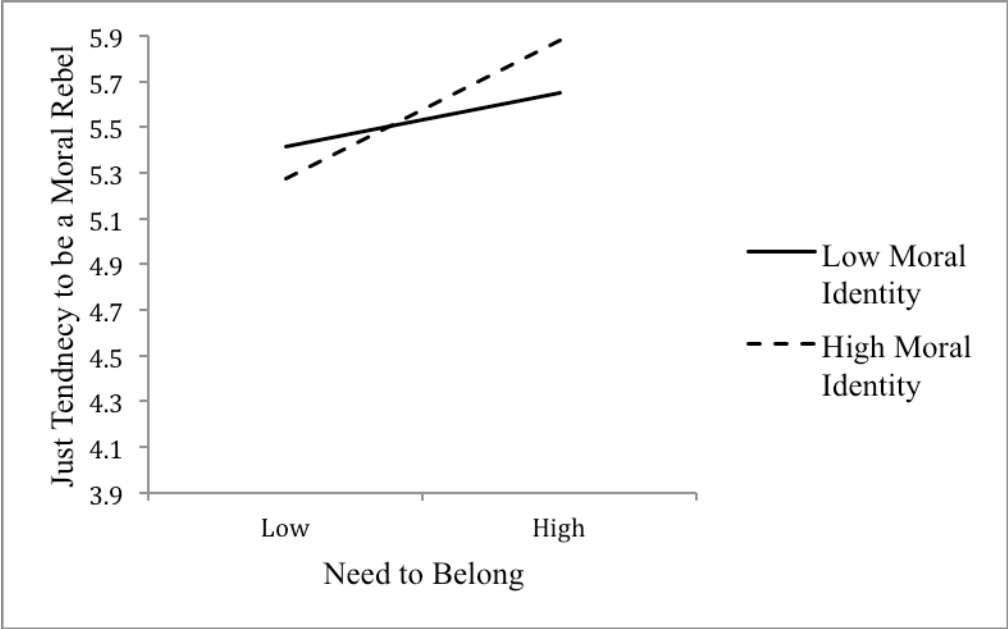


Figure 7 - Simple slopes for the interaction between Moral Identity (Scale) and (Low) Need to Belong on the Just Tendency to be a Moral Rebel (Would Act).

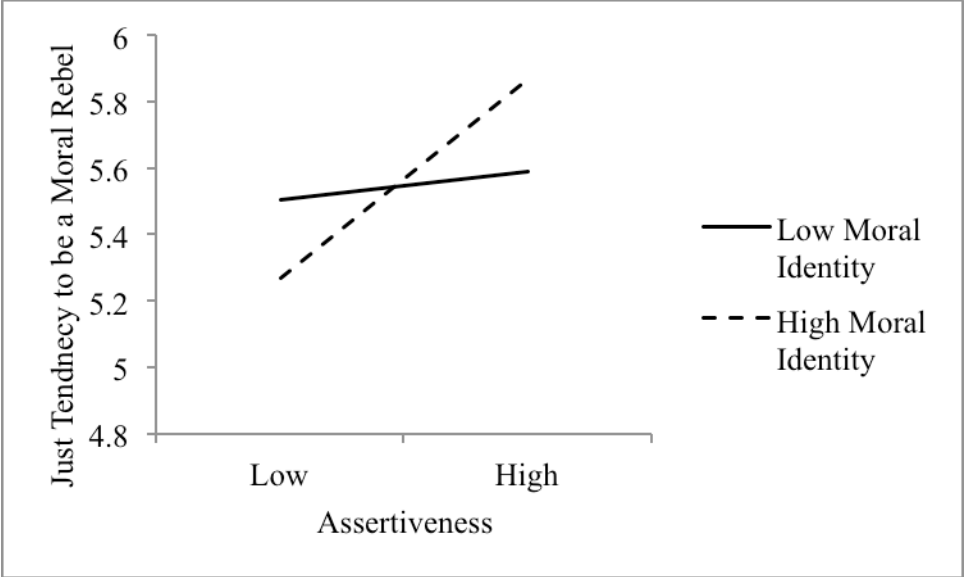


Figure 8 - Simple slopes for the interaction between Moral Identity (Scale) and Assertiveness on the Just Tendency to be a Moral Rebel (Would Act).

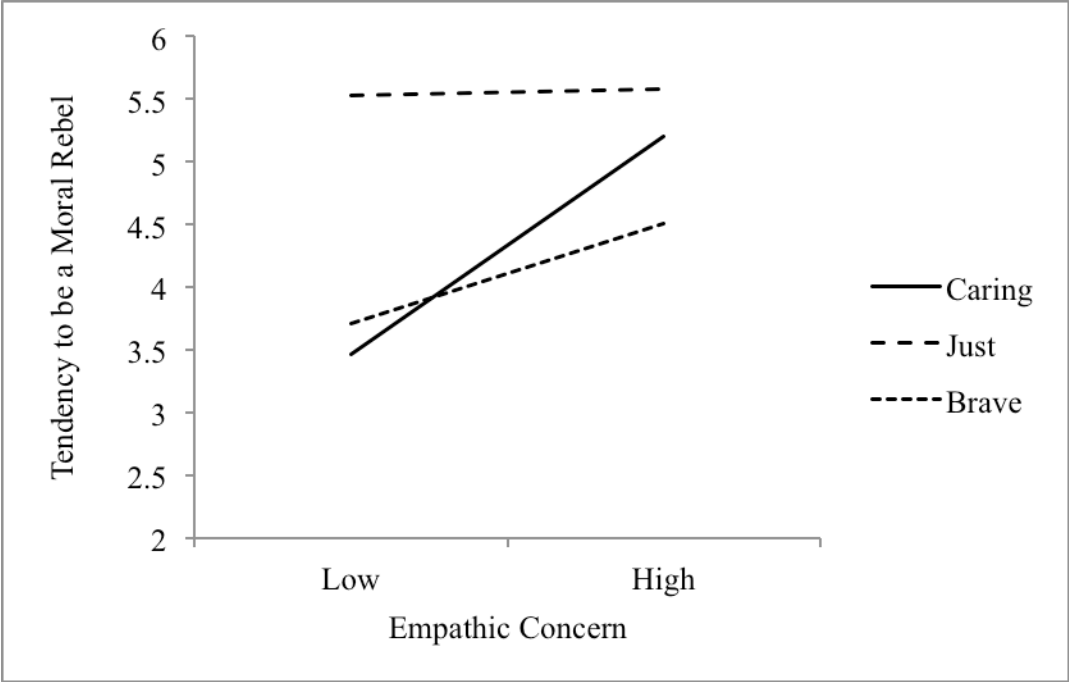


Figure 9 - Simple slopes for the interaction between Empathic Concern and Caring, Just, and Brave Scenarios on the Tendency to be a Moral Rebel (Would Act).

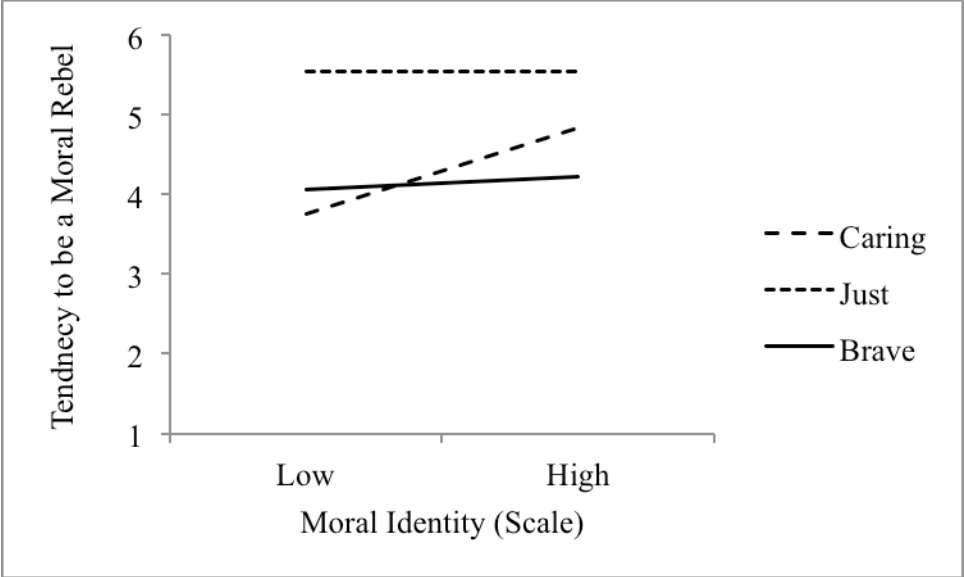


Figure 10 - Simple slopes for the interaction between the Moral Identity (Scale) and the Caring, Just, and Brave Scenarios on the Tendency to be a Moral Rebel (Would Act).

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Footnotes

¹ In Sonnentag and Barnett's (2013, Study 1) examination of individuals' tendencies to be a moral rebel, they measured early adolescents' tendencies to be a moral rebel in four different ways: self (1-item and scale), peer, and teacher ratings. With regards to the self (scale) ratings, the tendency to be a moral rebel was assessed using a 9-item self-report measure. In addition to the self-report scale assessing participants' tendencies to be a moral rebel, a sociometric rating was used to assess peers' perceptions of each participant's desire to adhere to his/her beliefs or values in the face of conformity pressures not to do so. After providing the early adolescents with a description of a moral rebel, each participant was asked to rate each of his/her classmates on the tendency to behave like a moral rebel. The self (1-item) rating of the tendency to be a moral rebel was derived from the sociometric rating, as each participant was asked to circle his/her name on the sociometric form and to rate the extent to which he/she has the tendency to be a moral rebel. In addition to the self (1-item and scale) and peer ratings of participants' tendencies to be a moral rebel, two classroom teachers rated each early adolescent on the tendency to be a moral rebel using a form and scale that were similar to the sociometric form and scale. Consistent with the approach used by Sonnentag and Barnett (2013) to assess early adolescents' tendencies to be a moral rebel, the current study measured the tendency to be a moral rebel and related concepts using self (1-item and scale), peer (i.e., sociometric), and teacher ratings.

² It is acknowledged that these general moral courage characteristic variables are not independent of one another, but may overlap. For example, an individual who scores relatively high on self-esteem may also score relatively high on self-efficacy (Sekerka & Bagozzi, 2007). As described later in the Results section, the *relative* contribution of each general moral courage

characteristic variable in motivating adolescents' tendencies to act on their moral identities to display the tendency to be a moral rebel was explored with regression analyses.

³ Prior research has utilized scenarios (and scenario responses) to examine perceptions of individuals who display the general tendency to be a moral rebel (see Sonnentag & Barnett, 2013). In the present study, three scenarios (and scenario responses) were used to assess participants' situation-specific tendencies to be a moral rebel – caring, just, and brave. Specifically, the “caring scenario” was developed to examine participants' tendencies to demonstrate a caring tendency to be a moral rebel through providing emotional support to needy others despite social pressure not to do so. The “just scenario” was developed to examine participant' tendencies to express a just tendency to be a moral rebel by taking a stand against a violation of an ethical principle despite social pressure not to do so. Finally, the “brave scenario” was developed to assess participants' tendencies to demonstrate a brave tendency to be a moral rebel by taking action when faced with a potentially physically dangerous situation despite social pressure not to do so (see Method section for a complete description of the caring, just, and brave scenarios).

⁴ Participant gender, although not addressed in this literature review, was included in the present study as an *exploratory* variable. In prior research examining early and late adolescents' general tendencies to be a moral rebel, results revealed no significant gender differences on the Self (1-item), Peer, or Teacher ratings (Sonnentag & Barnett, 2013) or the (Scale) rating of the tendency to be a moral rebel (Sonnentag & Barnett, 2013; Sonnentag & McDaniel, 2012). However, because the present study examined (the components associated with) three situations where the tendency to be a moral rebel may be expressed (caring, just, and brave), in addition to the general tendency to be a moral rebel, gender effects were explored. For example, it is

possible that gender differences may emerge for the situation-specific (especially the caring and brave) tendencies to be a moral rebel. Research consistently demonstrates that females score higher on measures of empathic concern than males (Davis, 1983; Hinnant & O'Brien, 2007) and this heightened empathic concern tends to translate into females providing more emotional support to others (Trobst, Collins, & Embree, 1994). These findings suggest that females in the present study may be more likely to display a caring tendency to be a moral rebel than males. In contrast, research suggests that males are more likely than females to engage in brave behaviors that have heightened physical risks (Becker & Eagly, 2004; Eagly & Becker, 2005). Consequently, in the present study, males may be more likely than females to demonstrate a brave tendency to be a moral rebel. Despite the possibility of gender differences in the situation-specific tendencies to be a moral rebel, conducting a full examination of potential gender differences across all the variables in the present study (i.e., moral identity, moral courage characteristic variables, tendency to be a moral rebel) was beyond the scope of the study.

⁵ These effects may reflect the presence of suppression and should be interpreted with caution. Suppression occurs when one (or more) variable(s) increases the predictability of another variable by its inclusion into a regression equation (Conger, 1974; Tzelgov & Henik, 1991). Thus, suppression is (and suppression situations are) identified if the magnitude of a coefficient (and associated R^2) representing the relationship between an independent variable and a dependent variable becomes larger when one or more predictors are included in a regression. In the present study, the presence of suppression was suggested because significant effects emerged in the “relative strength” regressions, yet these effects did not emerge when the *separate* hierarchical regression analyses were conducted.

Appendix B - Parental or Legal Guardian Consent Letter

Dear Parent or Legal Guardian:

My name is Tammy Sonnentag, I am currently pursuing a Doctorate degree from the Department of Psychological Science at Kansas State University. This letter describes the research project I am planning to conduct, which will serve as the basis for my Doctorate degree. This study requires the participation of seventh- and eighth-grade students. I am hoping that, after you read this letter, you will allow your adolescent to take part in this study.

The general purpose of this research is to understand more about adolescents' tendencies to stand up for their beliefs in the face of conformity pressures not to do so. The goals of the study are to examine some personality characteristics that may be related to this type of behavior. If you allow your adolescent to participate, he/she will complete ratings of his/her (1) own and classmates' tendencies to stand up for their beliefs in the face of conformity pressures not to do so, (2) various personality characteristics, and (3) thoughts and actions in three hypothetical situations.

Seventh- and eighth-grade students are being asked to assist by participating in one 45-minute group session conducted in their regular classroom. During the session, the participants will be asked to make ratings about themselves and their classmates. Participation in this study is voluntary. The research has no foreseeable risks and places no stress on the participants. Indeed, the large majority of adolescents who have taken part in prior similar studies have found participation quite enjoyable. Students' responses will be handled in a confidential manner. In the analysis and reporting of the data from this study, your adolescent's name will NOT be linked to his or her responses.

If you have any questions or concerns about this study, please feel free to call the Principal Investigator Dr. Mark Barnett at (785) 532-0603 (Professor, Department of Psychological Sciences, 422 Bluemont Hall, KSU). If you have any concerns about participants' rights or the manner in which this research is conducted, please contact Dr. Rick Scheidt at (785) 532-3224 (Chairman, Committee on Research Involving Human Subjects, 203 Fairchild Hall, KSU).

Please indicate on the form below whether you will or will not allow your adolescent to take part in this study and have your adolescent return the permission slip to his/her classroom teacher. Students with parental permission will, of course, be free to withdraw from this study at any time if they so desire. Refusal to participate or discontinuing participation will involve no penalty or loss of benefits to the student. Thank you very much for your help with this study. Sincerely,
Tammy L. Sonnentag

Permission Slip

_____ I will allow my adolescent,

_____, to participate in the study outlined above.

_____ I will not allow my adolescent, _____ (print adolescent's name)

(signature of parent or legal guardian)

If you would like to receive a summary of the results of this study, please print your full name and mailing address below:

Appendix C - Adolescent Assent Form

I understand that my participation in this study is voluntary and that I may stop participating at any point without any penalty. I understand that I will be making ratings about myself and my classmates. I also understand that the ratings I make today will be kept private and secret.

If you agree to participate in my study today, please print your full name neatly on the first line below and then sign and put today's date on the next two lines. (If you do not agree to participate in this study, do not print or sign your name below.) Thank you.

Please print your full name

Please sign your full name

Today's date

Appendix D - Tendency to be a Moral Rebel (Scale)

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
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1. _____ I am not afraid to stand up to others in order to defend my beliefs.
2. _____ There have been times that I simply “went along with the crowd,” even when we were doing something that made me uncomfortable. (-)
3. _____ I would be willing to take a public stand regarding my beliefs, even if it meant getting in trouble in school.
4. _____ If you want to get along with others, you sometimes have to ignore some of the bad things they do or say. (-)
5. _____ I would publicly disagree with my friends if I did not believe in something they said or did.
6. _____ I often find myself taking an active stand for things I believe in.
7. _____ I will not participate in things I do not believe in, even if my friends and family want me to.*
8. _____ I am willing to stand up for what I believe, even if I lose some friends as a result.
9. _____ I have publicly agreed with something I didn’t really believe because it made it easier to get along with another person. (-)

Note: Negatively keyed statements are indicated with (-). * Item eliminated to form the eight-item tendency to be a moral rebel Self (scale).

Appendix E - Peer (and Self [1-Item]) Rating of Adolescents' Tendencies to be a Moral Rebel Form

A Moral Rebel is an individual who stands up for his/her beliefs and values in the face of conformity pressures not to do so. A moral rebel is someone who takes a principled stand against the status quo, who refuses to comply, stay silent, or simply go along when this would require that he/she compromise his/her values. A moral rebel is **not** someone who challenges others or rebels in situations just to be difficult or to cause trouble. We'd like your opinion of the extent to which you and each of your classmates has the characteristics of a Moral Rebel.

Below is a list of the names of the students in your class who have permission to participate in this study. Please locate your name on the list below and circle it. Using the following 6-point scale, please circle the one number next to each student's name (including your own) that best shows how much you disagree or agree with the statement.

“ _____ is a Moral Rebel.”

	1 Disagree A Lot	2 Disagree Somewhat	3 Disagree A Little	4 Agree A Little	5 Agree Somewhat	6 Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix F - Teacher Rating of Participants' Tendencies to be a Moral Rebel Form

A Moral Rebel is an individual who stands up for his/her beliefs and values in the face of conformity pressures not to do so. A moral rebel is someone who takes a principled stand against the status quo, who refuses to comply, stay silent, or simply go along when this would require that he/she compromise his/her values. A moral rebel is **not** someone who challenges others or rebels in situations just to be difficult or to cause trouble. We'd like your opinion of the extent to which each of the students listed below has the characteristics of a Moral Rebel.

Below is a list of the names of the students in your class who have permission to participate in this study. Using the following 6-point scale, please circle the one number next to each student's name that best shows how much you disagree or agree with the statement.

“_____ is a Moral Rebel.”

	1 Disagree A Lot	2 Disagree Somewhat	3 Disagree A Little	4 Agree A Little	5 Agree Somewhat	6 Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix G - Caring Scenario

Imagine there is a community celebration occurring in your town and you and your friends have decided to attend. You've arranged to meet your friends at the local park and walk together the few blocks to the event. As you begin to walk to the event with your friends, you recognize two students from your school, Adam and Melissa, who are clearly upset, crying and sitting teary-eyed together on a park bench. Although you do not know Adam and Melissa very well, you are aware that they are cousins who attend your church with their families.

You and your friends stop momentarily to observe Adam and Melissa, but they do not notice you watching them. Your friends quickly decide to continue walking toward the community celebration and they encourage you to come with them.

Appendix H - Just Scenario

Imagine that, on several occasions, you and your classmates have heard your middle school English teacher, Mr. Thomas, make negative and belittling comments about students at your school because of their race or ethnicity. As a result of Mr. Thomas's comments, the school board is meeting to determine if any disciplinary action (e.g., suspension, loss of employment) should be taken against him.

Mr. Thomas denies making the negative and belittling comments about some students at your school. In order to persuade the school board that he did not make comments, Mr. Thomas creates an assignment in which you and your classmates are asked to write letters to the school board supporting his assertion that he has never made any negative or belittling comments about students at your school because of their race or ethnicity. Mr. Thomas describes how each student will privately seal his or her letter in an envelope and that each letter will be delivered to the school board to aid in their decision about how to handle Mr. Thomas' case.

After getting the assignment, you and your classmates momentarily stop to think about what Mr. Thomas has asked you to do. Your classmates quickly decide to write the letters as assigned.

Appendix I - Brave Scenario

Imagine there is a community celebration occurring in your town and you and your friends have decided to attend. You've arranged to meet your friends at the local park and walk together the few blocks to the celebration. As you're walking to the celebration, you recognize two students from your school, Matt and Sarah, about to vandalize the outside of an old abandoned building with a "For Sale" sign in the window. Although you do not know Matt and Sarah very well, you are aware that they are cousins who have a bad reputation for getting into trouble with the law. In fact, you are aware that they have had at least one juvenile court appearance for damaging others' property. Many of your peers are afraid of Matt and Sarah because they tend to engage in behavior that is aggressive.

You and your friends stop momentarily to observe Matt and Sarah begin to vandalize and damage the building, but they do not notice you watching them. Your friends quickly decide to continue walking toward the community celebration and they encourage you to come with them.

Appendix J - Caring Scenario Responses

INSTRUCTIONS: Given the situation just described, please use the scale below ranging from 1 (Disagree a Lot) to 6 (Agree a Lot) to indicate the extent to which you disagree or agree that you would think and act in similar way to three students about your age from a different school: CK, RL, and TW. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 1) _____ **CK** indicated that s/he would not consider this a moral situation. CK did not think that s/he should say or do anything to try and help Adam and Melissa, so CK decided that s/he would not get involved. CK said that s/he would walk away from the situation and rejoin her/his friends.

- 2) _____ **RL** indicated that s/he would consider this a moral situation. RL thought that s/he should say or do something to try and help Adam and Melissa, but for some reason that s/he did not mention, RL decided that s/he would not get involved. RL said that s/he would walk away from the situation and rejoin her/his friends.

- 3) _____ **TW** indicated that s/he would consider this a moral situation. TW thought that s/he should say or do something to try and help Adam and Melissa. TW said that s/he would walk over to Adam and Melissa and say or do something to try and help them.

INSTRUCTIONS: Using the scale ranging from 1 (Disagree a Lot) to 6 (Agree a Lot), please indicate *the extent to which you disagree or agree* with each of the following statements by writing in the number to the left of each statement that best reflects your opinion. Remember, there is no right or wrong answer; we are only interested in your honest opinion of what you would think and do in this situation.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 4) _____ I would consider this is a moral situation.

- 5) _____ I would think that I should say or do something to try and help Adam and Melissa.

- 6) _____ I would walk over to Adam and Melissa and say or do something to try and help them.

Appendix K - Just Scenario Responses

INSTRUCTIONS: Given the situation just described, please use the scale below ranging from 1 (Disagree a Lot) to 6 (Agree a Lot) to indicate the extent to which you disagree or agree that you would think and act in similar way to three students about your age from a different school: AR, TB, and NP. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 1) _____ **AR** indicated that s/he would not consider this a moral situation. AR did not think that s/he should say or do anything to go against Mr. Thomas, so AR said that s/he would write the letter as Mr. Thomas requested.

- 2) _____ **TB** indicated that s/he would consider this a moral situation. TB thought that s/he should say or do something to go against Mr. Thomas, but for some reason that s/he did not mention, TB decided that s/he would not go against him. TB said that s/he would write the letter as Mr. Thomas requested.

- 3) _____ **NP** indicated that s/he would consider this a moral situation. NP thought that s/he should say or do something to go against Mr. Thomas. NP said that s/he would write an honest letter describing what s/he heard Mr. Thomas say about students because of their race or ethnicity.

INSTRUCTIONS: Using the scale ranging from 1 (Disagree a Lot) to 6 (Agree a Lot), please indicate *the extent to which you disagree or agree* with each of the following statements by writing in the number to the left of each statement that best reflects your opinion. Remember, there is no right or wrong answer; we are only interested in your honest opinion of what you would think and do in this situation.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 4) _____ I would consider this is a moral situation.

- 5) _____ I would think that I should say or do something to go against Mr. Thomas.

- 6) _____ I would write an honest letter describing what I heard Mr. Thomas say about students because of their race or ethnicity.

Appendix L - Brave Scenario Responses

INSTRUCTIONS: Given the situation just described, please use the scale below ranging from 1 (Disagree a Lot) to 6 (Agree a Lot) to indicate the extent to which you disagree or agree that you would think and act in similar way to three students about your age from a different school: CB, MP, and TS. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 1) _____ **CB** indicated that s/he would not consider this a moral situation. CB did not think that s/he should say or do anything to stop Matt and Sarah from vandalizing and damaging the building, so CB decided that s/he would not get involved. CB said that s/he would walk away from the situation and rejoin her/his friends.
- 2) _____ **MP** indicated that s/he would consider this a moral situation. MP thought that s/he should say or do something to try and stop Matt and Sarah from vandalizing and damaging the building but, for some reason that s/he did not mention, MP decided that s/he would not get involved. MP said that s/he would walk away from the situation and rejoin her/his friends.
- 3) _____ **TS** indicated that s/he would consider this a moral situation. TS thought that s/he should say or do something to try and stop Matt and Sarah from vandalizing and damaging the building. TS said that s/he would walk over to Matt and Sarah and try to stop them from vandalizing and damaging the building.

INSTRUCTIONS: Using the scale ranging from 1 (Disagree a Lot) to 6 (Agree a Lot), please indicate *the extent to which you disagree or agree* with each of the following statements by writing in the number to the left of each statement that best reflects your opinion. Remember, there is no right or wrong answer; we are only interested in your honest opinion of what you would think and do in this situation.

DISAGREE A LOT	DISAGREE SOMEWHAT	DISAGREE A LITTLE	AGREE A LITTLE	AGREE SOMEWHAT	AGREE A LOT
1	2	3	4	5	6

- 4) _____ I would consider this is a moral situation.
- 5) _____ I would think that I should say or do something to try and stop Matt and Sarah from vandalizing and damaging the building.
- 6) _____ I would walk over to Matt and Sarah to say or do something to try and stop them from vandalizing and damaging the building.

Appendix M - Moral Identity (Scale)

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please rate the extent to which you disagree or agree that possessing each set of characteristics listed below is *important to your sense of self or identity*. That is, to what extent do you disagree or agree that each set of characteristics is personally important to you as a person. Using the 6-point scale, please write in the number next to each characteristic that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ Generous and giving
2. _____ Sincere and genuine
3. _____ Fair and just
4. _____ Responsible and dependable
5. _____ Considerate and courteous
6. _____ Honest and truthful
7. _____ Kind and helpful
8. _____ Understanding and sympathetic

Appendix N - Peer (and Self [1-Item]) Rating of Adolescents' Moral Identity Form

If someone possesses a moral identity, he/she possesses moral qualities that are important to whom he/she is as a person. The moral qualities that someone with a moral identity may possess include being generous and giving, sincere and genuine, fair and just, responsible and dependable, considerate and courteous, honest and truthful, kind and helpful, and understanding and sympathetic. Thus, if someone has a moral identity, these qualities are important to who he/she is as a person. We'd like your opinion of the extent to which each of your classmates possesses moral qualities that are important to who he/she is as a person.

Below is a list of the names of the students in your class who have permission to participate in this study. Please locate your name on the list below and circle it. Using the following 6-point scale, please circle the one number next to each person's name (including your own) that best shows how much you disagree or agree with the statement:

“_____ has a Moral Identity and possesses moral qualities that are important to who he/she is as a person.”

	1 Disagree A Lot	2 Disagree Somewhat	3 Disagree A Little	4 Agree A Little	5 Agree Somewhat	6 Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix O - Teacher Rating of Adolescents' Moral Identity Form

If someone possesses a moral identity, he/she possesses moral qualities that are important to whom he/she is as a person. The moral qualities that someone with a moral identity may possess include being generous and giving, sincere and genuine, fair and just, responsible and dependable, considerate and courteous, honest and truthful, kind and helpful, and understanding and sympathetic. Thus, if someone has a moral identity, these qualities are important to who he/she is as a person. We'd like your opinion of the extent to which each of the students listed below possesses moral qualities that are important to who he/she is as a person.

Below is a list of the names of the students in your class who have permission to participate in this study. Using the following 6-point scale, please circle the one number next to each person's name that best shows how much you disagree or agree with the statement:

“ _____ has a Moral Identity and possesses moral qualities that are important to who he/she is as a person.”

	1 Disagree A Lot	2 Disagree Somewhat	3 Disagree A Little	4 Agree A Little	5 Agree Somewhat	6 Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix P - Self-Esteem

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ I feel that I'm a person of worth, at least on an equal plane with others.
2. _____ I feel that I have a number of good qualities.
3. _____ All in all, I am inclined to feel that I am a failure. (-)
4. _____ I am able to do things as well as most other people.
5. _____ I feel I do not have much to be proud of. (-)
6. _____ I take a positive attitude toward myself.
7. _____ On the whole, I am satisfied with myself.
8. _____ I wish I could have more respect for myself. (-)
9. _____ I certainly feel useless some of the time. (-)
10. _____ There are times when I think I am no good at all. (-)

Note: Negatively keyed statements are indicated with (-)

Appendix Q - (Low) Need to Belong

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ Fitting in with the other kids at school is important to me.
2. _____ I really do not care if other kids do not like what I say or do. (-)
3. _____ I like to do things that help me feel part of a group.
4. _____ I tend to say and do things so that other kids will like me.
5. _____ I often go along with what the other kids are doing so that I can fit in.
6. _____ I do not change my opinion about something just so that I will fit in with the other kids at school. (-)

Note: Negatively keyed statements are indicated with (-).

Appendix R - Self-Efficacy

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ I will be able to achieve most of the goals that I have set for myself.
2. _____ When facing difficult tasks, I am certain that I will accomplish them.
3. _____ In general, I think that I can obtain outcomes that are important to me.
4. _____ I believe I can succeed at almost any task to which I set my mind.
5. _____ I will be able to successfully overcome many challenges.
6. _____ I am confident that I can perform effectively on many different tasks.
7. _____ Compared to other people, I can do most tasks very well.
8. _____ Even when things are tough, I can perform quite well.

Appendix S - Assertiveness

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ If someone repeatedly kicked the back of my chair in school or at a movie, I wouldn't say anything. (-)
2. _____ If the food I am served in a restaurant is not what I ordered, I report the error to the waiter.
3. _____ If I spent my own money on something at a store and then decided I didn't want it, I would feel uncomfortable returning it to the store. (-)
4. _____ If a friend tells someone else a secret that I have shared with him or her, I let the friend know I am upset.
5. _____ If a friend borrowed something that I valued and returned it to me damaged, I wouldn't say anything to him or her. (-)
6. _____ If someone tries to take advantage of me, I confront him or her.
7. _____ When someone interrupts me when I'm involved in a serious conversation with someone else, I find it hard to ask him or her to wait a minute. (-)
8. _____ If a salesperson in a store did not give me the correct amount of change on a purchase I made, I would immediately complain.

Appendix T - Social Vigilantism

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ I feel it is my duty to inform other people of the truth.
2. _____ I feel that my ideas should be used to educate others.
3. _____ I feel a social obligation to voice my opinion.
4. _____ I need to win any argument about how people should live their lives.
5. _____ Those people who are more intelligent and informed have a responsibility to educate the people around them who are less intelligent and informed.
6. _____ I like to imagine myself in a position of authority or power so that I could make the important decisions around here.
7. _____ I try to get people to listen to me, because what I have to say makes a lot of sense.
8. _____ Some people just believe stupid things.
9. _____ There are a lot of dumb people in society.
10. _____ I think that some people need to be told that their point of view is wrong.
11. _____ If everyone saw things the way that I do, the world would be a better place.
12. _____ It frustrates me that many people fail to consider the finer points of an issue when they take a side.
13. _____ I often feel that other people do not base their opinions on good evidence.
14. _____ I frequently consider writing a "letter to the editor."

Appendix U - Peer (and Self [1-Item]) Rating of Adolescents' Tendencies to Possess Moral Courage Characteristics Form

If someone possesses Moral Courage Characteristics, he/she possesses qualities that help transform his/her moral beliefs into moral actions. The qualities that someone with moral courage characteristics may possess include having a positive evaluation of him/herself, having confidence that he/she can achieve desired outcomes, have a willingness to express his/her beliefs to others, and not always needing to fit in with a group or crowd. Thus, possessing these moral courage characteristics would help a person act on his/her moral beliefs.

Now that you understand what Moral Courage Characteristics are, we would like your opinion of the extent to which each of your classmates has Moral Courage Characteristics.

Below is a list of the names of the students in your class who have permission to participate in this study. Please locate your name on the list below and circle it. Using the following 6-point scale, please circle the one number next to each student's name (including your own) that best shows how much you disagree or agree with the statement:

“ _____ has Moral Courage Characteristics.”

	1	2	3	4	5	6
	Disagree A Lot	Disagree Somewhat	Disagree A Little	Agree A Little	Agree Somewhat	Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix V - Teacher Rating of Students' Tendencies to Possess Moral Courage Characteristics Form

If someone possesses Moral Courage Characteristics, he/she possesses qualities that help transform his/her moral beliefs into moral actions. The qualities that someone with moral courage characteristics may possess include having a positive evaluation of him/herself, having confidence that he/she can achieve desired outcomes, having a willingness to express his/her beliefs to others, and not always needing to fit in with a group or crowd. Thus, possessing these moral courage characteristics would help a person act on his/her moral beliefs.

Now that you understand what Moral Courage Characteristics are, we would like your opinion of the extent to which each of the students listed below has Moral Courage Characteristics.

Below is a list of the names of the students in your class who have permission to participate in this study. Using the following 6-point scale, please circle the one number next to each student's name that best shows how much you disagree or agree with the statement:

“_____ has Moral Courage Characteristics.”

	1	2	3	4	5	6
	Disagree A Lot	Disagree Somewhat	Disagree A Little	Agree A Little	Agree Somewhat	Agree A Lot
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6
_____	1	2	3	4	5	6

Appendix W - Empathic Concern

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ I often have tender, concerned feelings for people less fortunate than me.
2. _____ Sometimes I don't feel very sorry for other people when they are having problems. (-)
3. _____ When I see someone being taken advantage of, I feel kind of protective towards them.
4. _____ Other peoples' misfortunes do not usually disturb me a great deal. (-)
5. _____ When I see someone being treated unfairly, I sometimes don't feel very much pity for them. (-)
6. _____ I am often quite touched by things that I see happen.
7. _____ I would describe myself as a pretty softhearted person.

Note: Negatively keyed statements are indicated with (-)

Appendix X - Justice Sensitivity

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ It bothers me when someone gets something he or she doesn't deserve.
2. _____ I am upset when someone does not get a reward he or she has earned.
3. _____ It really bothers me when someone selfishly profits from others.
4. _____ It takes me a long time to stop thinking about a situation in which someone has to fix another person's carelessness.
5. _____ It upsets me when someone gets fewer opportunities to develop his or her skills than others.
6. _____ I am upset when I see someone who is worse off than others even though he or she does not deserve to be.
7. _____ It bothers me when someone has to work hard for things that come easily to others.
8. _____ I think about it for a long time when someone is treated nicer than others for no reason.
9. _____ It gets me down to see some people get criticized for something they have done when other people have not been criticized for doing the same thing.
10. _____ I am upset when someone is treated worse than others for no clear reason.

Appendix Y - Willingness to Take Action in Physically Dangerous Situations

INSTRUCTIONS: Using the scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*), please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

The statements describe ways in which people respond to a physically dangerous situation, where acting in the situation has the potential to benefit another person and/or society in some manner. For example, a physically dangerous situation, where acting in the situation could benefit another person would be jumping into a river to try and save a small child who accidentally fell out of a boat. Not acting in the physically dangerous situation may have negative consequences for another person and/or society.

DISAGREE	DISAGREE	DISAGREE	AGREE	AGREE	AGREE
A LOT	SOMEWHAT	A LITTLE	A LITTLE	SOMEWHAT	A LOT
1	2	3	4	5	6

If faced with a physically dangerous situation, where acting in the situation has the potential to benefit another person and/or society, I would:

1. _____ Get out of the situation as quickly as possible. (-)
2. _____ Face the potential danger and take action in the situation.
3. _____ Find someone else to take action in the situation. (-)
4. _____ Risk my physical safety and take action in the situation.
5. _____ Remove myself from the situation because of my fear of getting physical hurt. (-)

Appendix Z - Social Desirability

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
------------------------	---------------------------	---------------------------	------------------------	------------------------	---------------------

1. _____ I am always respectful to older people.
2. _____ Sometimes I do not feel like doing what my teachers want me to do. (-)
3. _____ Sometimes I have felt like throwing things or breaking them. (-)
4. _____ I never talk back to my parents.
5. _____ When I make a mistake, I always admit that I am wrong.
6. _____ I sometimes feel like making fun of other people. (-)
7. _____ I always wash my hands before every meal.
8. _____ Sometimes I wish I could just “mess around” instead of having to go to school. (-)
9. _____ I have never thought about intentionally breaking a rule or law.
10. _____ Sometimes I dislike helping my parents even though I know they need my help around the house. (-)
11. _____ Sometimes I say things just to impress my friends. (-)
12. _____ I never shout when I feel angry.

Note: Negatively keyed statements are indicated with (-).

Appendix AA - 58-Item Questionnaire Presented to the Adolescent Participants

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE A LOT 1	DISAGREE SOMEWHAT 2	DISAGREE A LITTLE 3	AGREE A LITTLE 4	AGREE SOMEWHAT 5	AGREE A LOT 6
-------------------------------	----------------------------------	----------------------------------	-------------------------------	-------------------------------	----------------------------

1. _____ I feel that I'm a person of worth, at least on an equal plane with others.¹
2. _____ Fitting in with the other kids at school is important to me.²
3. _____ I will be able to achieve most of the goals that I have set for myself.³
4. _____ If someone repeatedly kicked the back of my chair in school or at a movie, I wouldn't say anything.⁴ (-)
5. _____ I feel it is my duty to inform other people of the truth.⁵
6. _____ I am always respectful to older people.⁶
7. _____ I feel that I have a number of good qualities.¹
8. _____ When facing difficult tasks, I am certain that I will accomplish them.³
9. _____ If I spent my own money on something at a store and then decided I didn't want it, I would feel uncomfortable returning it to the store.⁴ (-)
10. _____ I feel that my ideas should be used to educate others.⁵
11. _____ Sometimes I do not feel like doing what my teachers want me to do.⁶ (-)
12. _____ All in all, I am inclined to feel that I am a failure.¹ (-)
13. _____ I like to do things that help me feel part of a group.²
14. _____ In general, I think that I can obtain outcomes that are important to me.³
15. _____ If a friend borrowed something that I valued and returned it to me damaged, I wouldn't say anything to him or her.⁴ (-)
16. _____ I feel a social obligation to voice my opinion.⁵
17. _____ Sometimes I have felt like throwing things or breaking them.⁶ (-)

18. _____ I am able to do things as well as most other people.¹
19. _____ I believe I can succeed at almost any task to which I set my mind.³
20. _____ When someone interrupts me when I'm involved in a serious conversation with someone else, I find it hard to ask him or her to wait a minute.⁴ (-)
21. _____ I need to win any argument about how people should live their lives.⁵
22. _____ I never talk back to my parents.⁶
23. _____ I feel I do not have much to be proud of.¹ (-)
24. _____ Those people who are more intelligent and informed have a responsibility to educate the people around them who are less intelligent and informed.⁵

25. _____ When I make a mistake, I always admit that I am wrong.⁶
26. _____ I take a positive attitude toward myself.¹
27. _____ If a salesperson in a store did not give me the correct amount of change on a purchase I made, I would immediately complain.⁴
28. _____ I like to imagine myself in a position of authority or power so that I could make the important decisions around here.⁵
29. _____ I sometimes feel like making fun of other people.⁶ (-)
30. _____ On the whole, I am satisfied with myself.¹
31. _____ I really do not care if other kids do not like what I say or do.² (-)
32. _____ I try to get people to listen to me, because what I have to say makes a lot of sense.⁵
33. _____ I always wash my hands before every meal.⁶
34. _____ Sometimes I wish I could just "mess around" instead of having to go to school.⁶ (-)
35. _____ I wish I could have more respect for myself.¹ (-)
36. _____ I tend to say and do things so that other kids will like me.²
37. _____ I will be able to successfully overcome many challenges.³
38. _____ If the food I am served in a restaurant is not what I ordered, I report the error to the waiter.⁴
39. _____ Some people just believe stupid things.⁵
40. _____ I have never thought about intentionally breaking a rule or law.⁶
41. _____ There are a lot of dumb people in society.⁵
42. _____ I certainly feel useless some of the time.¹ (-)

43. _____ I think that some people need to be told that their point of view is wrong.⁵
44. _____ Sometimes I dislike helping my parents even though I know they need my help around the house.⁶ (-)
45. _____ If everyone saw things the way that I do, the world would be a better place.⁵
46. _____ There are times when I think I am no good at all.¹ (-)
47. _____ I often go along with what the other kids are doing so that I can fit in.²
48. _____ I am confident that I can perform effectively on many different tasks.³
49. _____ If a friend tells someone else a secret that I have shared with him or her, I let the friend know I am upset.⁴
50. _____ It frustrates me that many people fail to consider the finer points of an issue when they take a side.⁵
51. _____ Sometimes I say things just to impress my friends.⁶ (-)
52. _____ I do not change my opinion about something just so that I will fit in with the other kids at school.² (-)
53. _____ Compared to other people, I can do most tasks very well.³
54. _____ If someone tries to take advantage of me, I confront him or her.⁴
55. _____ I often feel that other people do not base their opinions on good evidence.⁵
56. _____ I never shout when I feel angry.⁶
57. _____ Even when things are tough, I can perform quite well.³
58. _____ I frequently consider writing a "letter to the editor."⁵

Note. Superscripts represent items from the following scales: ¹Self-Esteem, ²Need to Belong, ³Self-Efficacy, ⁴Assertiveness, ⁵Social Vigilantism, and ⁶Social Desirability

Appendix BB - 17-Item Questionnaire Presented to the Adolescent Participants

INSTRUCTIONS: Below is a scale ranging from 1 (*Disagree a Lot*) to 6 (*Agree a Lot*). Please indicate how much you disagree or agree with each statement by writing in the number next to each statement that best reflects your opinion. Remember, there are no right or wrong answers; we are only interested in your opinion.

DISAGREE	DISAGREE	DISAGREE	AGREE	AGREE	AGREE
A LOT	SOMEWHAT	A LITTLE	A LITTLE	SOMEWHAT	A LOT
1	2	3	4	5	6

1. _____ I often have tender, concerned feelings for people less fortunate than me.¹
2. _____ It bothers me when someone gets something he or she doesn't deserve.²
3. _____ I think about it for a long time when someone is treated nicer than others for no reason.²
4. _____ Sometimes I don't feel very sorry for other people when they are having problems.¹ (-)
5. _____ I am upset when someone does not get a reward he or she has earned.²
6. _____ When I see someone being taken advantage of, I feel kind of protective towards them.¹
7. _____ It really bothers me when someone selfishly profits from others.²
8. _____ It gets me down to see some people get criticized for something they have done when other people have not been criticized for doing the same thing.²
9. _____ Other peoples' misfortunes do not usually disturb me a great deal.¹ (-)
10. _____ It takes me a long time to stop thinking about a situation in which someone has to fix another person's carelessness.²
11. _____ When I see someone being treated unfairly, I sometimes don't feel very much pity for them.¹ (-)
12. _____ It upsets me when someone gets fewer opportunities to develop his or her skills than others.²
13. _____ I am often quite touched by things that I see happen.¹

14. _____ I am upset when I see someone who is worse off than others even though he or she does not deserve to be.²
15. _____ I would describe myself as a pretty softhearted person.¹
16. _____ It bothers me when someone has to work hard for things that come easily to others.²
17. _____ I am upset when someone is treated worse than others for no clear reason.²

Note: Negatively keyed statements are indicated with (-). Superscripts represent items from the following scales: ¹Empathic Concern and ²Justice Sensitivity.

Appendix CC - Cover Story for the Caring, Just, and Brave Scenarios

Recently, I have been interviewing seventh and eighth grade students at other schools to determine how they would perceive and respond to various interpersonal scenarios.

During each interview, I ask students to read about various interpersonal situations and answer three questions about how they would respond in the situation.

Specifically, I asked the students, “If you were in this situation, _____”

- a) would you consider it a moral situation?
- b) would you feel that you should act in a particular way?
- c) how would you respond in this situation?

Each student’s answers to these three questions were audio recorded and later summarized for use in today’s study.

In today’s study, I would like you to read and consider one of the interpersonal situations that was described to students in our previous study. After you read about the situation, I will ask you to consider the responses of three students from our previous investigation. That is, I will ask you to indicate the extent to which you disagree or agree that your reaction to the interpersonal situation would be similar to three of the student’s responses in my previous investigation.

Now, I’d like for you to imagine that you had been a participant in the previous investigation and to respond to the same three questions that the students responded to in the original study (only the brave questions presented below):

- 4) _____ I would consider this is a moral situation.
- 5) _____ I would think that I should say or do something to try and stop Matt and Sarah from vandalizing and damaging the building.
- 6) _____ I would walk over to Matt and Sarah to say or do something to try and stop them from vandalizing and damaging the building.

Appendix DD - Verbal Debriefing Statement

Thank you for participating in our research project. The general purpose of this research is to investigate the tendency to be a moral rebel (i.e., standing up for your beliefs in the face of conformity pressures not to do so). The goals of the study are to examine the personality characteristics that may be related to being a moral rebel generally, and in a caring, just, and brave manner. We hope that with your participation today, we can better understand which personality characteristics are related to adolescents' tendencies to stand up for their beliefs despite pressure not to do so.

Recall that earlier today you responded to statements concerning your willingness to take action in physically dangerous situations, where acting in the situation could benefit another person and/or society. We do not encourage you to risk your physical safety regardless of the benefits that your behavior may have on another person and/or society. In fact, taking action in physically dangerous situations should be left to trained professionals like firefighters or emergency medical technicians (EMTs).

Please remember that there are no right or wrong answers to any of the statements you rated. We are just interested in learning about you and your classmates. Also remember that no one besides the researchers at K-State will know what answers you gave today.

When this research project is complete, I will provide a summary describing the results of the study to your teachers (and to your parents if they indicated on the permission form that they would like a summary). Your teacher may post the summary in a location where you may read the results too. Do you have any last questions?

Thank you very much for your participation!