The effectiveness of the moral intelligence components training on the social interaction of female junior high school students

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A B S T R A C T

The purpose of this study was to investigate the impact of moral intelligence components training on the social interactions of female junior high school students of Bandar Abbas city. Methods: It was a quasi-experimental study with pretest and posttest with two control and test groups. The statistical population in this study included all female students of junior high school of the second district of Bandar Abbas, whose number is over 4798 students. 40 students from 2 schools in District 2 were placed in two test and one control groups after being selected by random sampling and the 30-item questionnaire of Carol Glass was completed by them. Results: Results through independent and dependent t-test and analysis of covariance showed that there is a significant difference between the two groups in the impact of moral intelligence components on social interactions. Conclusion: the improvement in social interaction is concluded by teaching moral intelligence components with researcher-made packages including speech, narrating, role play, and technique training as a pre-determined method with especial training.

Keywords: Moral Intelligence Components, Social Interactions, Female Students.

INTRODUCTION

We live in an age surrounded by information and communication technology in its all aspects. At this point, social interactions and various components of education have gained global significance[1]. In its general definition, intelligence means the ability to think, learn and capacity to adapt to the new situation which possesses different mental, emotional, virtual and moral aspects. Meanwhile, moral intelligence is been paid attention to by many researchers due to its widespread impact on various areas[2]. Since the social nature of human being dictates him to make a relationship with different aspects of society and inside collections[3], he will require social skills and the knowledge of these skills for social interaction[4]. Social interactions are developing practical skills in order to teach

people how to adapt themselves to their social environment[5]. Nowadays, the moralities are of the key factors in the successful performance. The lack of regard to morality in society can bring major morbidity to the community[6]. Many of the behaviors and actions of people are affected by the moral values and are rooted in ethics. Moral intelligence is the ability to differentiate between right and wrong based on universal principles. This type of intelligence in the modern global environment can act as a kind of orientation for action. Moral Intelligence not only provides strong and defensible framework for the activities of humans, but also have many applications in the real world. In fact, this intelligence leads all sorts of human intelligence in order to do valuable deeds. The first so-called moral intelligence entered by psychology Borba[7]. He defined moral intelligence as the ability to understand right from wrong, have strong moral beliefs and obey them and behave in the right direction. Moral intelligence is a person's deep belief in his values which lead all thoughts and actions. The process of morality decision making is not conditioned in demographic components such as gender, race, nationality or religious activity. It is the essential leading characteristics of changing from a good person to a competent one[7]. Moral intelligence has different dimensions. Lennick and Kiel believe that moral intelligence consists of four main dimensions of integrity, responsibility, forgiveness and compassion and 10 subsets of competence including: consistency in values and beliefs, honesty, stand for the truth, faithfulness, responsibility for personal decisions, admitting mistakes and failures, taking responsibility to serve others and giving importance to others, the ability to forgive your own mistakes and the ability to forgive the mistakes of others[8]. Borba has influenced seven basic principles for moral intelligence including: empathy, conscience, self-control, respect, kindness, tolerance and fairness which help people during the life to escape moral crises and pressures that are unavoidable. The best thing is that moral intelligence can be learned and you can start teaching them from the infancy of children. Although they have not gained cognitive skills necessary to understand complex moral reasoning at that age to, they acquire the rudiments of moral habits such as exercising self-control, fairness and showing respect, partnership and empathy at the same time for the first time[7]. Jean Piaget believed that scientific thought is a sign of the evolution of intelligence. Therefore, he was offering teenagers a kind of scientific thinking to challenge them in the formal operational stage as the last stage. Piaget was interested to compare children's capabilities but was interested in the evolution of cognitive ability process. Some tried to convert Piaget assignments to standardized IQ tests[9]. Lawrence Kohlberg as Piaget believed that the children's grow from one stage to another stage is dominated by changes in cognitive structures. However, Kohlberg insisted that although a certain stage of cognitive development is the prerequisite for the moral argument, it will not guarantee the recognition phase[10].

Children learn good and bad habits from parents, teachers and peers through observational learning. Accordingly, children are constantly inspired. If their parents or instructors have moral values such as responsibility, can do things well

and do not evade responsibilities, children will also obey them. This is the most important factor that can help them to be responsible. The child should not feel that others have expectations of him that they themselves do not follow them. Children should never be left to their own. The task of parents and teachers is to convey a value system to children and adolescents. Parents and teachers must specify this value system for children and stipulate what is good and what is bad in their view. Form twenty to thirty years old, people realize that where they have earned this value system and what behavior they have learned from parents, teachers, television, books, religion, law and society and now they can live the way they like based on their values[11]. According to the formation and moral growth theory, factors such as the pursuit of perfection nature, the potential ability of differentiating between good and bad, human motivations and emotions, the growth of cognitive thought and judgment, individual's subjective experiences and behaviors and the social, cultural and educational environment are effective in the evolution and development of morality among which the last two components are interrelated and can influence other factors[12]. So, students' interactions in the learning environment may determine the amount of their moral development. That's why Feldman and Newcomb have defined the teachers of training centers as socialization factors and believe that they have a severe impact on students' moral and mental development[13].

METHODOLOGY

This research is a quasi-experimental design with pretest-posttest and control group and will be formed of two groups of subjects. The first measure was done by implementing the pre-test on the test and control groups and the second measured will be performed after applying the independent variable on the test group with a post-test on both test and control groups. The statistical population included all female students of junior high schools of District 2 in the city of Bandar Abbas, and the sample consisted of 40 junior high school students of 2 Junior High Schools. The subjects will be taken pre-test at one of the schools and required trainings will be given to the test group. In the second school, the subjects of the control group will be selected and taken the pretest. The posttest will be taken after training the test group and the control group subjects who are not trained are taken the posttest. The studied schools are selected by clustered random sampling method.

Social interaction perception questionnaire of Glass which is made up of two sub-scales of positive and negative thoughts was made by Carol Glass. The Social interaction perception questionnaire is a self-report questionnaire which is made to assess both positive and negative thoughts according to social interactions. The questionnaire consisted of 30 questions and is evaluated based on a 5-item scale as: 1. I did not have such an idea at all, 2. I rarely think about it, 3. I sometimes think about it, 4. I usually think about it and 5. I always think about it. Two results

will be achieved in scoring this test: one in the column of positive thoughts and another in the column of negative thoughts. 15 different grades will be collected for each column. People, who obtain high score in the subscale of negative thinking, tend to be nervous in social situations and intensify the anger in interacting with others while maintaining critical thoughts. They are so convinced with their social disabilities that do not hesitate about abuse of any situation and are even confident that the situation will lead to their exclusion. High scores on the subscale of positive thinking, on the contrary, is the sign of people who have less social anxiety and believe in their skills in terms of social relations and what actually exist. These people attend social situations with a positive attitude. They believe that nervousness is not necessary and even if you do not have the expected response, they will not be very upset. Their motto probably is: "one, who escapes danger, is not dangerous" or "He, who does not risk, does not have anything."

In order to test research hypotheses, independent t-test was used to compare the test and control groups in the pre-test and comparing control and test groups in the post-test and dependent t-test to compare pretest and posttest in the control group and comparing pretest and posttest in the test group. The analysis of covariance was used in addition to the above tests to evaluate the influence of the independent variable on the dependent variable.

RESULTS

Table1. Independent t-test results on comparing the test and the control groups' pretest in the main hypothesis of research

Group	Mean	Standard deviation	Standard mean error	t value	Degree of freedom	Level of significance
Test	1.850	0.875	0.195	0.147	38	0.884
Control	1.810	0.824	0.184			

According to the obtained t value and the obtained p value is greater than 0.05, therefore, it is concluded that there is no significant difference between the mean of the test and the control groups in pre-test.

Table2. Independent t-test results on comparing the test and the control groups' posttest in the main hypothesis of research

Group	Mean	Standard deviation	Standard mean error	t value	Degree of freedom	Level of significance
Test	3.300	0.923	0.206	5.069	38	0.001
Control	1.911	0.805	0.180			

According to the obtained t value and the obtained p value is less than 0.05, therefore, there is a significant difference between the mean of the test and the control groups in pre-test and it is concluded that the moral intelligence components are effective in the social interaction of female junior high schools of Bandar Abbas second district.

Table3. Dependent t-test results in the comparison between pretest and posttest in the control group in the main hypothesis of the research

Group	Mean	Standard deviation	Standard mean error	t value	Degree of freedom	Level of significance
Test	1.810	0.824	0.184	0.419	19	0.680
Control	1.911	0.805	0.180			

According to the obtained t value and the obtained p value is greater than 0.05, therefore, it is concluded that there is no significant difference between the mean of the pretest and posttest in the control groups.

Table4. Dependent t-test results in the comparison between pretest and posttest in the test group in the main hypothesis of the research

Group	Mean	Standard deviation	Standard mean error	t value	Degree of freedom	Level of significance
Test	1.850	0.875	0.195	5.900	19	0.680
Control	3.300	0.923	0.206			

According to the obtained t value and the obtained p value is less than 0.05, therefore, there is a significant difference between the mean of the pretest and posttest in the test group and it is concluded that the moral intelligence components are effective in the social interaction of female junior high schools of Bandar Abbas second district.

Table5. Covariance test results in the effect of moral intelligence components on the social interaction of female junior high schools of Bandar Abbas second district

Resources	Sum of squares	Degree of freedom	Mean of squares	f value	Level of significance
Pretest	3.368	3	1.123	1.522	0.227
Group	20.734	1	0.737	28.0118	0.001
Error	24.333	33			
total	319.368	40			

The results of the above table show that according to f= 1.522 and the obtained p value which is greater than 0.05, the pretest does not affect the impact of the independent variable (moral intelligence components) on the dependent variable (social interaction). Also, according to the amount of f= 28.118 and the obtained p value which is less than 0.05, the research hypothesis is confirmed. We can conclude that moral intelligence components are effective on the social interaction of female junior high school students of district 2 in Bandar Abbas.

CONCLUSION

The study of Karimi[14] showed that there is no significant direct relationship between citizenship behavior and moral intelligence. In addition, there is a

significant and direct correlation between professional ethics and moral intelligence. The results showed that among the predictor variables (professional ethics and moral intelligence), professional ethics is the only variable able to predict organizational citizenship behavior. Among the dimensions of professional ethics, only the dimension of attachment in ethics can significantly predict the citizenship behavior variable. Among the dimensions of moral intelligence, only the dimension of confessing to mistakes and failures significantly predicts the organizational citizenship behavior. Other aspects of moral intelligence cannot significantly predict organizational citizenship behavior[14]. The results of the study results are inconsistent with this research results. The results of Moeini Rudbali showed that moral intelligence is predictor of social development and self-esteem[15]. The results of this study are consistent with the present research results. The results of Yassami Nejad showed that there are significant differences between the two groups (test and control) in terms of academic ethics, interpersonal forgiveness and its components. There was also a significant difference between the two groups in terms of responsibility and emotional empathy. Due to the significant difference in interpersonal forgiveness, responsibility, emotional empathy, and academic ethics in the two groups, the reinforcement of moral intelligence can improve interpersonal relationships, responsibility and academic behavior based on ethics. In general, findings reinforce and point out the importance of moral intelligence programs in schools curricula and educational programs[16]. The results of this study are consistent with this research results. The results of Mohammedian showed that the mean of each of the dimensions of moral intelligence, social capital and responsibility is higher than the theoretical average14. There was a significant and positive relationship between moral intelligence and social capital with responsibility.

The results showed that efforts to introduce and identify the moral intelligence and social capital position in the development of responsibility among students and its role in the future of their academic and career life is of considerable importance. The results of this study are consistent with these research results[17]. In explaining the results, it can be stated that honesty and integrity cause students to look for pleasant results and achieving the desired educational goals. The sense of responsibility and compassion also cause students to have internal commitment in their learning activities. In general, moral intelligence allows students to pursue personal and educational activities in accordance with ethical and educational goals, and interact and cooperate with each other to achieve them.

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