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The Effect of Training Moral Intelligence Components 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. It was a quasi-experimental study with pretest and posttest with two control and test group. The statistical population in this study all included over 4798 female students of junior high school in Bandar Abbas second district. Carol Glass questionnaire including 30-item was given to 40 students from 2 school in District 2 which were placed in two groups and the one control group after being selected. Results through independent and dependent t-test and analysis of covariance showed that there is a significant difference regarding the impact of moral intelligence components on social interaction in two groups. The improvement in social interaction is concluded by teaching moral intelligence components through researcher-made packages including speech, narrating, role play and technique training.

Keywords: Moral Intelligence, Social Interaction, Female Students.

INTRODUCTION

In today society most anxiety of mothers, fathers and teachers is their teenagers, those who agree the future of the society will be affected by them. In third millennium, identifying the right and wrong things between people is the most important concern, gaining some values like, veracity, support for justice, responsibility and trust lead to positive moral consequences¹. Nowadays morality is the main factor for successful performance in society. Lack of attention to ethics in society can be a big problem². Many of the behaviors and actions of people are affected by the moral values rooted in the morality. Moral intelligence is an ability to understand right from wrong which is defined as a global significance. This kind of intelligence in the modern global environment can act as a compass for action.

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Moral intelligence is not only a strong and defensible framework for people activities but it has many usage in the real world, this kind of intelligence directs all aspects of human worthy actions.

The so-called "moral intelligence" was first introduced by the psychologist Borba (2005). She defined moral intelligence as the ability to understand right from wrong³. Moral intelligence is a deep belief and values of a person who guided all his decisions and it is basic feature which helps changing a person to a decent man. But it is not related to sex, race, nationality or religious activities⁴. Moral intelligence has different dimensions. Lennick and Kiel believed that moral intelligence consists of four main dimensions including integrity, responsibility, forgiveness and compassion⁵. 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 it from the infancy. Although they have not gained cognitive skills necessary to understand complex moral reasoning at that age, they, for the first time, acquire the rudiments of moral habits such as exercising self-control, fairness, showing respect, partnership, and empathy at the same time³. The anthropologist Donald Brown (1991) showed the universal moral intelligence code in different cultures in his research⁶. Jean Piaget believed that scientific thought is a sign of intelligence evolution.

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 tests⁷. Lawrence Kohlberg as Piaget believed that the children's growth from one stage to another stage is dominated by changes in cognitive structures. He emphasized a certain stage of cognitive developments is the prerequisite for the moral argument, that although it will not guarantee the recognition phase⁸. The ability of distinguish right from wrong and grace from obscenity becomes visible from childhood. Cognitive development slowly grow in family, society and culture as a kind of moral conscience and manner⁹. This potential ability acts as a conscience in life or as Stilwell and partners (2000) has stated, the moral part of our existence arises the feeling of do's and don'ts. Teenage is a period of transition from child dependency into independency and taking responsibility for the rest of the life. Teenagers are deeply challenged in reviewing themselves in the relationship to the parents, the adult, and society¹⁰. Person behavior in this age is sometimes like an adult and sometimes like a child. So there will be some conflicts in his character. Michigan University research (1995) showed that 90 percent of junior high school students had ethical problems; these complications explained serious crisis in teenagers. Not focusing on this complications could have caused immoral behavior as the teenagers future will be drastically affected by this fact⁴. For this reason social interaction of students can be determined by their moral growth¹¹. That is why

Feldman and Newcomb have defined the teachers of training centers as a socialization factor and believe that they have a significant impact on student's moral and mental development¹².

METHODOLOGY

This research was a quasi-experimental study with pretest and posttest with two control and test group. The first measure was done by implementing the pre-test on the test and control groups and the second measured was performed after applying the independent variable on the test group with 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 were taken pre-test at one of the schools and required training was given to the test group. In the second school, the subjects of the control group were selected and taken the pretest. The posttest was taken after training the test group and the control group subjects who were not trained were taken the posttest.

Social interaction perception questionnaire of Glass which is made up of two sub-scales of positive and negative thoughts was made by Carol Glass (1982). 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 they are not able to realize and are even sure that they will be left alone. High score 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 term 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 escape danger, is not dangerous "or " He, does not risk, does not have anything.

Table1. The content of moral intelligence training sessions

session	content of session
First	Introduction of moral values: (Respect, Secrecy, Active listening, Speaking style)
Second	Empathy, speaking and acting of empathetic person, Empathy training and some Solution for other understanding
Third	conscience and self-control
Fourth	Technique for anger management

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Fifth	Storytelling and roleplaying
Sixth	Four R: Respond, Review, Reflect, Right

RESULTS

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.

Table 2. Independent t-test results on comparing the test and the control groups pretest in the Main hypothesis of research

Group	Mean	St. deviation	S.E. mean	t	df	p
Test	1.850	0.875	0.195	0.147	38	0.884
Control	1.81	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.

Table 3. Independent t-test results on comparing the test and the control group posttest in the main hypothesis of research

Group	Mean	St. deviation	S.E. mean	t	df	p
Test	3.3	0.923	0.206	5.069	38	0.001
Control	1.99	0.805	0.18			

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.

Table 4. Dependent t-test results in the comparison between pretest and posttest in the control group in the main hypothesis of the research

Group	Mean	St. deviation	S.E. mean	t	df	p
Test	1.81	0.824	0.184	0.419	19	0.68
Control	1.911	0.805	0.18			

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 group.

Table 5. Dependent t-test results in the comparison between pretest and posttest in the test group in the main hypothesis of the research

Group	Mean	St. deviation	S.E. mean	t	df	p
Test	1.85	0.875	0.195	5.9	19	0.68
Control	3.3	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 affective in the social interaction of female junior high school of Bandar Abbas second district.

Table 6. 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	df	Mean of squares	F	p
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 Karimi¹³ 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 which is 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 behavior¹³. The results of Moeini Rudbali showed that moral intelligence is predictor of social development and self-esteem¹⁴. The results of this study are consistent with the present research results. The results of Yassami Nejad has stated that there are significant differences between the two groups (test and control) in term of academic ethics, interpersonal forgiveness and its components. There was also a significant difference between the two groups in terms of responsibility and

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emotional empathy. Due to the significant difference in interpersonal forgiveness, responsibility, emotional intelligence can improve interpersonal relationship, 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 programs¹⁵. The results of this study are consistent with this research results. According to Mohammadian research the mean of each dimensions of moral intelligence, social capital and responsibility is higher than the theoretical average¹⁶. 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 results¹⁶. In explaining the results, it can be stated that honesty and integrity cause students to look for pleasant result 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 goal, and interact and cooperate with each other to achieve them.

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