Building a scale of moral intelligence from the point of view of students of the Collge of Physical Education and Sports Sciences, Maysan University

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Abstract

problem of studying moral intelligence came that the process of preparing a successful student who is able to lead the lesson successfully requires attention to several aspects, including the technical, physical, psychological and mental aspects and instilling educational and moral values, where the college student can be considered a teacher in the future physical education lesson. The most important thing is no longer to increase the IQ or stimulate the motivation of learning or develop skills, they are basically important things, but we must pay attention to an important issue: how to share moral values and stop at making an ethical decision in our field.While the study aimed to build a scale of moral intelligence and identify its level among students of physical education and sports sciences at Maysan University. The researchers concluded that there are statistically significant differences in the dimensions of moral intelligence among students of physical education and sports sciences at Maysan University, except after self-control.

1- Definition of the research:

1.1 Introduction and importance of the research:

The philosophy of physical education and its sublime message works to take care of the individual and stoke the mind and body as an integrated unit, hence the interest of developed countries in sports based on the development of physical and mental abilities.

And that the interest in the subject of intelligence is not new, it has received the attention of many researchers through their writings related to the interpretation of the nature of knowledge and learning of human beings, if the subject of intelligence is one of the vital topics that all psychologists are interested in because of its vital link to all fields of life different professional, academic, social and others. There are many types of different intelligences, including moral intelligence, which is one of the types of modern intelligence, which was developed by the American psychologist Michelle Borba in 2001, Which was concerned with modifying human behavior, and is related to the ability of the individual to deal with others in an ethical manner based on seven virtues: empathy, conscience, self-control, respect, kindness, tolerance, and justice. The importance of the research lies in the fact that the researchers did not find Iraqi studies that dealt with the subject of moral intelligence among students of the Faculty of Physical Education and Sports Sciences, Maysan University. And a new and modern construction of the research scale (moral intelligence). This size can be used in Iraqi colleges and universities and researchers in future studies.

1.2 Research problem:

The process of preparing a successful student who is able to lead the lesson successfully requires attention to several aspects, including technical, physical, psychological and mental. Through the nature of the physical education lesson, in which students are urged to be calm, respectful and disciplined by instilling educational and moral values, where the college student can be considered a teacher in the future physical education lesson." In the field of education, the most important is no longer to increase the IQ or provoke the motivation of learning or

develop skills, they are basically important things, but we must pay attention to an important issue: How do we share ethical values and stop at making an ethical decision in our field of work?Therefore, the research problem was summarized in the following question: What is the amount of moral intelligence among students of physical education and sports sciences, Maysan University.

1.3 Research Objectives:

1- Building a scale of moral intelligence among students of physical education and sports sciences, Maysan University.

2- Identifying the level of moral intelligence among students of physical education and sports sciences, Maysan University.

1.4 Hypothesis of research:

1- There are no statistically significant differences in moral intelligence among students of physical education and sports sciences, Maysan University.

1.5 Research Areas:

1.5.1 Human field: Students of physical education and sports sciences, Maysan University for the academic year 2023-2024.

1-5-2 Time Domain: For the period from 11/11/2023 to 9/5/2024

1.5.3 Spatial field: Faculty of Physical Education and Sports Sciences, Maysan University.

2- Research methodology and field procedures:

2-1 Research Methodology:

  The researchers used the descriptive approach in the survey method to build a moral intelligence scale to know the reality of the students of the Faculty of Physical Education and Sports Sciences, Maysan University, which aims to "collect data to try to choose hypotheses or answer questions related to the current or current situation of the members of the research sample (Mohammed Hassan Allawi, Osama Kamel Salary: 1999, p. 139)

2.2 Research community and sample:

2.2.1 Research community:

The research population was identified from the physical education students at Maysan University for the academic year (2023-2024), which numbered (429) students distributed over two sections, as shown in Table (1), while the survey sample reached (30) students by (5.84%) of the original population were excluded from the main sample.

3.2.2 Research sample:

The research sample was selected by the students of the Faculty of Physical Education and Sports Sciences, Maysan University, numbering (330) teachers, representing (76.92%) of the research community, as shown in Table (1).

Table (1)
Shows the distribution of the research sample and its percentage from the community of origin for students of physical education and sports sciences, Maysan University

Survey Sample		mple Applicat		mple construct		Main sample		ommunity origin	t
Ratio	(n)	Ratio	(n)	Ratio	(n)	Ratio	(n)	(n)	
6.99%	30	23.31%	100	46.62%	200	76.92%	330	429	

2.3 Methods, devices and tools used in the study:

Muhammad Khalil and others mention that the appropriate tool is determined in the light of the objectives of the research, its hypotheses and the questions it seeks to answer, and the tools are the means used by the researchers in obtaining or obtaining information (Muhammad Khalil Abbas et al.: 2011, p. 237). The researchers used the following:

- Arab and foreign sources and the World Wide Web (Internet).

- Questionnaire forms to survey the opinions of experts in the dimensions and paragraphs of the scale.

- Identification of the scale of moral intelligence in its initial and final form.

- Forms to unload the data of the scale results.

- Pen and paper.

- One (1) Dell laptop of Chinese origin.

2-4 Field Research Procedures:

2.4.1 Building the Moral Intelligence Scale:

After reviewing and analyzing scientific sources and through personal interviews with experts and specialists, in the fields of sports psychology and teaching methods, it was confirmed that there was no scale, so the researchers required to build a scale that achieves the study requirement in measuring moral intelligence among students of physical education and sports sciences, Maysan University.

2.4.1.1 Determination of the objective of the scale:

The goal of the current scale is to measure moral intelligence among students of physical education and sports sciences at Maysan University and used by the researchers as one of the indicators to measure moral intelligence among students of physical education and sports sciences at Maysan University.

2.4.1.2 Determine the theoretical framework of the phenomenon to be measured:

(Al-Nabhan, 2004, p. 74) asserts that "the principle of analysis must be adopted to the basic elements, as each element represents a specific field or frame of reference for the scale." Accordingly, the researchers relied on the theory **of Michel Borba (2001),** which explained moral intelligence according to seven ethical virtues that guide his behavior self-**(empathy, respect, conscience, kindness, self-control, tolerance, and justice**), where it was placed in (7) dimensions for nomination of the scale under research to take into account in its construction ease of application later, provided that it is comprehensive of the required measurement.

2.4.1.3 Determine the dimensions of the scale:

The researchers presented the dimensions of the scale questionnaire opinion poll prepared for this purpose, to a group of experts and specialists in the field of sports psychology**,** and the number (21) experts have taken the researchers acceptable agreement rates on their powers and show that the value of Ka2 [calculated for all dimensions]

candidate higher than the value of Ka2 tabular and of (3.84) at the degree of freedom (1) and error rate (0.05) except for the dimension of kindness and justice, and thus they were deleted and five dimensions were kept under study, and table (2) shows this.

Table 2
Shows the agreement of experts and specialists on the dimensions of the scale of moral intelligence

Statistical significance	significant level	Ka2 Calculated	Number of agreed experts	Number of experts in agreement	Dimension	t
Moral	0.00	10.71	3	18	empathy	1
Moral	0.00	17.19	1	20	Respect	2
Moral	0.00	21	0	21	Conscience	3
Immoral	0.28	1.19	13	8	kindliness	4
Moral	0.00	13.76	2	19	Restraint	5
Moral	0.00	21	1	21	liberality	6
Immoral	0.51	0.43	12	9	Justice	7

n = 2 degree of freedom n – 1 = (1) significant at the level of significance (sig) ≥ (0.05)

2.4.1.4 Preliminary formulation of the scale:

The researchers reviewed how to formulate paragraphs in some available and relevant studies such as the study (Al-Muzani and Al-Khafaji, 2015, p. 35) and the study (Al-Shammari, 2007, p. 190), with the aim of benefiting from its procedures in building the scale and benefiting from some of the paragraphs contained to be employed in the current study, and after this procedure and after the mentioned conditions were introduced, the researchers prepared (75) paragraphs, distributed over (5) dimensions with the instructions of the scale to be the initial version of the moral intelligence scale.

2.4.1.5 Determining the validity of the paragraphs of the scale:

The researchers relied on a survey of the opinions of experts and specialists numbering (21), through a questionnaire opinion poll to find out their opinions on the validity of paragraphs and their affiliation to the dimensions of the scale, as well as the instructions prepared for the scale as a whole, after the experts and specialists expressed their responses to each paragraph of the scale, the results of the final

analysis showed the acceptance of (55) paragraph and rejection of (15) paragraphs, namely each of (6,12,13) after empathy and (10,15) for the dimension of respect and (3,7,12,15) for the dimension of conscience and (1,7,14) for the dimension of self-control and finally (6,9,13) for the dimension of tolerance has also been modified (5) paragraphs and with this procedure became the measure of moral intelligence in its initial form consists of (60) paragraph,

2.4.1.6 Exploratory experience:

The two researchers conducted the exploratory experiment on a sample of (30) students of physical education and sports sciences, Maysan University, where (6.99%) of the original community represented in the period from 7/11/2023 in order to ensure the clarity of the scale instructions and the clarity of its paragraphs, and to identify the time taken for their answers, as well as to identify the conditions for applying the scale and the accompanying difficulties or obstacles. Thus, the scale is prepared for the main experiment for the statistical analysis of the paragraphs of the scale.

2.4.1.7 Construction experience:

The experiment of building the scale was carried out on the construction sample of (200) students of physical education and sports sciences, Maysan University for the academic year (2023-2024), with the aim of conducting a statistical analysis of the paragraphs of the scale by the researcherTan personally with the assistant work team in the period from 15/11/2023 to 24/ 12/2023.

2.4.1.8 Scale correction:

The total scores were extracted for them using the correction key based on the method (Resensis Likert) in the measurement of (1 - 5) gradually with five alternatives (always, often, sometimes, rarely, never), and the number of forms reached (200) forms valid for statistical analysis.

2.4.1.9 Statistical analysis of scale items:

The statistical analysis aims to calculate the discriminatory ability and internal consistency of the paragraphs of the scale, "the fact that the statistical analysis

verifies the content of the paragraph in measuring what was prepared to measure by verifying some of the standard indicators of the paragraph such as its ability to distinguish between respondents and the coefficient of its truthfulness" (Allam, 2000: p. 186).

2.4.1.9.1 Method of the two terminal groups:

After applying the statistical operations to extract the discriminatory power of the paragraphs of the scale, the results showed that the discriminatory power of the paragraphs of the moral intelligence scale ranged between (7.72-49.51), and that all the paragraphs of the moral intelligence scale are distinctive.

2.4.1.9.2 Internal consistency coefficient:

2.4.1.9.2.1 Correlation between paragraph score and overall scale score:

Most of the paragraphs of the moral intelligence scale, which met the conditions specified in the statistical significance of the correlation coefficients between the degree of the paragraph and the total degree of the scale, were retained and (10) paragraphs did not meet the required conditions, and with this procedure the moral intelligence scale became composed of (50) items.

2.4.1.9.2.2 Correlation between the degree of the paragraph and the degree of dimension to which it belongs:

All the paragraphs of the moral intelligence scale that met the conditions specified in the statistical significance of the correlation coefficients between the degree of the paragraph and the degree of the dimension to which it belonged were retained.

2.4.1.9.2 2 The correlation between the degree of dimension and the total degree of the scale:

All items of the moral intelligence scale that met the conditions specified in the statistical significance of the correlation coefficients between the degree of dimension and the total score of the scale were retained.

2.4.1.10 Psychometric characteristics of the scale:

2.4.1.10.1 Honesty:

2.4.1.10.1.1 Apparent honesty:

This type of honesty in the research has been achieved by presenting the dimensions and paragraphs of the scale to experts with competence in the field of sports and general psychology and teaching methods to judge their validity as they measure what they were prepared for.

2.4.1.10.1.2 Structural honesty: **It is also called (the sincerity of hypothesis composition), and can be defined as "the extent to which the interpretation of performance on the test in the light of the specific hypothesis formations" (Allawi and Radwan, 2000, p. 268).**

2.4.1.10.2 Stability:

2.4.1.10.2.1 Cronbach alpha coefficient:

The stability was extracted in this way by applying the Fakornbach equation to the members of the sample of building scales using the statistical bag (SPSS), as it was found that the value of the stability coefficient of the moral intelligence scale is (0.86), which is a good stability coefficient.

2.4.1.10.2.2 Half segmentation:

The scale was divided into two halves, the first includes the degrees of paragraphs that carry odd numbers, and the second includes the degrees of paragraphs that carry even numbers, and then the researchers calculated the simple correlation coefficient Pearson, which amounted to the scale of moral intelligence (0.78), but this value represents the stability coefficient of half the test, so the researchers used the equation (Spearman Brown) in order to correct the correlation coefficient and thus became the stability of the scale (0.88).

2.4.1.11 Scale in final form:

After the foundations and scientific transactions of the scale under research, the final version of the moral intelligence scale for students of physical education and sports sciences, Maysan University, has become composed of (5) dimensions distributed by (50) paragraphs, as it is after (sympathy) of (11) paragraphs, as well as after (respect) of (11) paragraphs, while after (conscience) it consists of (9) paragraphs, as well as after (self-control) of (9)) paragraphs and after (tolerance) are

(10) paragraphs and B (5) alternatives (always, often, sometimes, rarely, never) and a correction key from (5-1) for positive paragraphs and from (1-5) for negative paragraphs, and a total degree of scale (250).

2.5 Main application of the Moral Intelligence Scale:

The two researchers, together with the assistant work team, distributed the scale to the research sample (application), which numbered (100) students of physical education and sports sciences, Maysan University, and their percentage was (23.31%) of the research community for the period from (10/1/2024) until (13/2/2024), in order to measure their moral intelligence.

2-6 Statistical methods: The researcher used the statistical bag (SPSS) Version25

3- Presentation, analysis and discussion of results:

3-1 Presentation and analysis of the results of the dimensions of the moral intelligence scale for students of physical education and sports sciences, Maysan University:

Table (3)
Shows the calculated T value between the hypothetical mean and the arithmetic mean for each dimension in the moral intelligence scale of the application sample

Significance Statistics	value Sig	Value T	Middle hypothesis	Deviation Normative	Middle arithmetic	number paragraph	Dimensions	t
Moral	0.00	25.24	33	3.40	41.58	11	empathy	1
Moral	0.00	25.91	33	3.54	42.16	11	Respect	2
Moral	0.00	23.67	27	2.75	33.51	9	Conscience	3
Immoral	0.22	1.23	27	3.76	26.54	9	Restraint	4
Moral	0.00	22.83	30	2.93	36.68	10	liberality	5
Moral	0.00	32.38	150	9.41	180.47	50	wits Ethical	

Degree of freedom n – 1 = (99) significance level (0.05), significant if the degree of (sig) ≥ (0.05)

Interpretation of the results of the moral intelligence scale:

 The results of the research showed that the arithmetic mean of the research sample on the scale of moral intelligence has reached (180.47) and a standard deviation of (9.41), while (the T value) between the hypothetical mean and the arithmetic mean of the research sample reached (32.38) and the level of significance (0.00), which indicates its significance at the level of significance (0.05). When compared to the hypothetical mean of the scale of (150) It turns out that the arithmetic mean is higher than the hypothetical mean, i.e. the existence of significant differences and in favor of the arithmetic mean, and this indicates that students of physical education and sports sciences, Maysan University, have moral intelligence, and thus we reject the null hypothesis and accept the alternative hypothesis, which states that there are statistically significant differences in moral intelligence among students of physical education and sports sciences, Maysan University. The researchers attribute this result to the fact that students of education Physical and sports sciences Maysan University have possessed most of the virtues constituting moral intelligence (empathy, respect, conscience, and tolerance), which is the standard on which moral intelligence is based, which was pointed out by Michel Borba in her interpretation of the theory of moral intelligence (2001) They have shown students of physical education a degree of empathy, whether with their colleagues, sympathy at the forefront of the virtues on which moral intelligence is based and this is confirmed by (Borba,   2007) quoted in (Al-Jaji et al., 2018: p. 151) "The emotional representation is the basic moral emotion that allows the individual to understand how others feel, especially feelings of distress and pain, as it pushes us to do what is right and prevents us from behaving badly."   Being young it is considered a recreational lesson and breathing for them, which makes them less committed to orders and discipline and thus loses the physical education student his ability to adjust himself in many situations Vnjdh firm and emotional and this came in order to ensure the flow of the lesson and make the most of it in some cases, and finally

among the main and important factors that made physical education students have moral intelligence is the tolerance they showed towards their fellow students.

4.1 Conclusions, recommendations and proposals:

1- There are statistically significant differences in the dimensions of moral intelligence among students of physical education and sports sciences, Maysan University, except after self-control.

2- The interest of educational institutions in the seven virtues that make up moral intelligence and try to develop them effectively among students of physical education and sports sciences, Maysan University, especially self-control.

Arabic Resources

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Appendix (1)
Final Moral Intelligence Scale

At al	Rarel	nce il while	Ofter	the t	Paragraphs	
					mpathize with my fellow teachers and try to help them as r as possible.	1
					sympathize with the desire of students to enjoy the physic education lesson freely and without Restrict.	2
					mpathize with gifted students and try to hone talents and them as much as possible.	3
					reat students with care when performing skills and exercis	4
					mpathize with pupils who have difficulty learning mathemat skills and movements.	5
					sten to the complaints of the parents of the students and tr find appropriate solutions to them	6
					mpathize with my fellow physical education teachers regal the problems they face in Schools.	7
					eel good about myself when I empathize with a student or something nice with them .	8
					ng students excited about the physical education lesson n me more happy and happy.	9
					ympathize with the students in providing competitive and minigames to add joy and fun to them.	10
					hare their games with the students in order to excite them motivate them to exercise.	11
					try to choose polite and gentle phrases in my dealings wit students.	12
					some words and comments that provoke mockery and ric of students who They perform the exercise incorrectly .	13
					I encourage pupils to respect teachers.	14
					stay away from obscene words in my dealings with studer	15
					spect the decisions of the school administration that are ir interest of the school	16
					I look at the students from a paternal point of view.	17

					Statement	#
					I deal with the supervisor in a respectful manner.	18
					sten attentively to the directions of the supervisors regardi teaching methods Physical education.	19
					There is mutual respect between me and the parents of th students	20
					ugh my interest in my specialization, I impose on teachers respect for me.	21
					hen I treat students with respect, their love for me increas	22
					I feel guilty when I fall short of my duty to my lesson.	23
					only blame myself if my annual assessment is not up to pa	24
					ve the experience and scientific level to know right from w	25
					I do my best towards my profession.	26
					eel satisfied with my major when I see students interested physical education lesson.	27
					y conscience reproaches me when I fail to perform the dut assigned to me.	28
					el remorse when the assessment is not at the level require the supervisor	29
					eel guilty when I make a mistake towards students or with fellow teachers.	30
					l sad for students who have health problems that do not e them to participate in a physical education lesson	31
					y to control myself towards students who do not adhere to instructions during the physical education lesson.	32
					feel able to control my impulses without the help of others	33
					ngly condemn the school administration when it accuses negligence in my work	34
					l find it difficult to control myself towards naughty students	35
					When the supervisor talks to me, I don't interrupt him.	36
					I don't make my decisions while I'm in a state of tension.	37
					nd it difficult to control myself when the school administrat criticizes my work.	38
					y reactions are commensurate with the situations I encour during my lessons.	39
					I deal with the abuse I am subjected to with strength and nervousness.	40
					e up some of my rights in order to maintain good relations the rest of my fellow teachers.	41
					I tolerate those who try to provoke me in front of others	42
					he school administration tolerates me when I am absent f compelling reasons	43
					Give abusive students a chance to be tolerant before any punishment is taken against them.	44

					frain from using inappropriate words with students who do perform exercises Well .	45
					cept the apology towards the one who wronged me by on my fellow teachers	46
					When I make a mistake against the school administration colleagues, I apologize immediately.	47
					ay away from the use of violence in my dealings with stude	48
					espect the ideas and tendencies of my fellow teachers eve they do not agree with my thoughts and beliefs.	49
					ive up some of my rights for the public interest of the sch	50