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MORAL INTELLIGENCE AND ITS RELATIONSHIP TO NEUROTICISM
(MOVEMENT AGAINST OTHERS) AMONG HIGH SCHOOL STUDENTS

Assis. Doctor: Zahraa Tariq Batal

Anbar University - College of Education for Human Sciences

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ABSTRACT

The research aims to identify:

- 1- The level of moral intelligence among high school students.
- 2 -The level of neuroticism (movement against others) among high school students.
- 3 -The correlation between moral intelligence and neuroticism (movement against others) among high school students.

The research sample amounted to (200) high school students (males and females) (scientific and literary) in (2019-2020), and the standards were applied to them electronically due to the Corona pandemic. The researcher adopted the previously prepared moral intelligence scale (Al-Awsi, 2010) which was built according to the theory of (Burba, 2001), as it consists of (49) paragraphs in its final form in a triple gradient and it is (always, sometimes, rarely) distributed into seven domains by (9) paragraphs for each field. The researcher verified that Standard characteristics of the scale are veracity and reliability. The researcher also adopted the neuroticism scale (move against others) built by (Rady, 2011) according to Horney's theory and consisting of (40) paragraphs in the form of reportable statements distributed in five areas and with a five-fold gradation, which is (completely agree, agree, no opinion, reject Absolutely reject) The researcher also verified the psychometric properties of the scale: After analyzing the data, the following results were shown:

The sample has a high level of moral intelligence, and the average scores of the sample individuals on the moral intelligence scale were statistically significant.

-The sample has an average level of neuroticism (moving against others), and the average scores of the sample members on the scale of neurotic tendency (moving against others) were statistically insignificant.

-The presence of a negative correlational relationship between moral intelligence and neuroticism (movement against others) among high school students.

Based on the research results, the researcher recommends a set of recommendations and suggestions.

Research problem:

Many educational institutions are interested in emphasizing the knowledge aspect of students without focusing on moral values to convey them to the acceptable limit during their growth stages. Modern educational studies focus on that good schools do not focus their efforts on educational content only because focusing on the educational aspect only does not spare students from exposure to the dangers of deviations. Faced by societies in general (Robins-Scott, 204: 2000).

Also, I would like to pointed out that individuals who are treated poorly at an early age, this affects their moral development, which leads the individual to believe that what happens in his environment is controlled by others, such as parents, and that its effect on the things that happen is little. Efficiency and anxiety when facing different life situations, and this leads the child towards a source of external control (Ahmad, 2003: 155).

Human behavior is the natural essence through which it expresses the information, ideas, tendencies and feelings that are inside of others through forms of social interaction. But sometimes we find some individuals have taken a different course for themselves, towards hostility and competition, to express their negative feelings towards others and to find themselves in a cycle of anxiety, helplessness and conflict with conflicting thoughts and hostile feelings. Such a character resorts to moving against those around her, using that move as a means to escape from this cycle. (Saleh, 2009, p.18)

The behavior of the individual, whether positive or negative, as well as his personality is affected by a large number of psychological, social, cultural and other variables and determinants. Which interact with each other in various forms and formats to produce his behavior, relationships, and personality, and among these factors and variables (the tendency to move against others) that Horney prepares with the tendency to move away from others and the tendency to move with others are abnormal neurotic methods.

It appears that moving against others as a neurotic and rigid tendency in some individuals represents an individual and social problem. It has bad effects, negative experiences and conflict situations on the individual and society, so it is a phenomenon that deserves study, research and attention. In addition, this neurotic tendency has a problem with the individual's moral intelligence, because it represents the individual's response that indicates his morals. Through what has been presented, the study of moral intelligence and neuroticism (movement against others) constitute two variables that the specialists are obliged to study to identify the nature of the relationship between them, and here a question has emerged that forms the research problem, **what is the nature of the correlative relationship between**

moral intelligence and neuroticism (movement against others) among students high school. ?

Research importance:

Ethics is an important pillar of the foundations on which a better life for the individual is based. Any society cannot survive or continue without being governed by a set of laws that serve as standards that govern the behavior of individuals (Tawq and Adas, 1984: 119).

Interest in the ethical aspect has become one of the important fields in psychology in general and educational psychology in particular. Hoffman stated that the ethical aspect is related to many mental traits and abilities (Hoffman, 1970: 183).

Building the basis of moral intelligence on a solid foundation helps in adding it to the virtues of moral intelligence, respect, tolerance and justice, as they are the cornerstones of integrity, justice and citizenship, and the connection with other virtues, these virtues become the moral environment of the individual and lead him towards responsible life and moral behavior, they are the means that the individual uses to draw his moral destiny And when the individual achieves these seven virtues, his moral culture is not considered complete. Moral growth is a continuous process that goes through the individual's life (Borba, 2001: 9).

Moral intelligence helps individuals to know right and wrong, and helps them in facing the challenges and pressures surrounding them (Borba, 2001: 114).

Also, the rapid technological progress and the life changes have been reflected in one way or another on the mental health of the individual, as stress and anxiety may push the person to be a neurotic person. Horney believes that a number of civilized conditions in society and the cultural environment of the individual have a great role in developing the problems of neurosis in the individual, and that living in an accelerated society based on the principle of competition not only leads to a sense of fear, insecurity and enmity, but also the constant fear of failure of all kinds. (Saleh, 1988, p.115)

Horney believes that neuroticism (movement against others) has a close relationship with the individual's sense of security and that its roots can be found from childhood and in the relationship of the child with his parents and the nature of this relationship. If this relationship is positive, then the child will feel safe and grow in a healthy way, but if he does not feel safe He develops hostility towards his parents, and this enmity drops it to anything. This person, in his movement against people, expresses his desire to exploit others, degrade their value and waste their dignity, and he may disappear in an innocent, harmless or socially acceptable form. (Al-Shenawi, 1987, p. 172)

The study (Ogden and Vonstmer) in 1984, which concerns the patterns of neurotic reactions and the levels and aspirations of a number of neurotic and normal people, concluded that neurotic people feel insecure and stable,

and that they clearly differ in their convictions, that they differ in everything they accomplish, and that their goals cannot be achieved while That normal people were more serious about success and making appropriate adjustments for both success and failure. (Ogden and Vonstmer, 1984, P. 772)

The study of (Contrett, Cohen, and Amy) showed that people who suffer from high rates of neurosis suffer from stress factors in their personal relationships and that their reactions are characterized by tension more than the response to some types of strategies in solving problems and that they used less adaptive strategies to overcome problems such as Aggressive reactions or tendencies. (Amelia, et. Al, 1999, P. 772)

Based on the above, the importance of the research can be summarized as follows:

1. The research deals with two important aspects of students 'personality: moral intelligence and neuroticism (movement against others) among high school students, as the high school stage is an important and delicate stage in an individual's life.
2. The researcher's sense that the changes occurring in our society have strongly affected the moral intelligence and neurotic tendency (movement against others) among the students.
3. Moral intelligence is of great importance in building a healthy personality. The acquisition of essential virtues helps the individual in acquiring moral values and laws that reveal moral intelligence.
4. The research helps parents build the seven core virtues through their moral education and learning the moral habits that will shape his future personality without guidance from anyone.
5. Employing the results of the research in the process of psychological and educational counseling.

Research goals:

The research aims to identify:

1. The level of moral intelligence among high school students.
2. The level of neuroticism (movement against others) among high school students
3. The strength of the correlation between moral intelligence and neuroticism (movement against others)

Research limits:

The current search is determined by:

High school students in the morning schools of the General Directorate of Education in Anbar for the academic year 2019/2020.

Defining terms:

First: Moral intelligence: it was defined by:

* **Michel Borba (2001):** The ability of the individual to understand right from wrong so that he can act according to the correct and ethical way, perceive pain from others, self-control, control his motives, listen to all parties before issuing a judgment, distinguish unethical options, stand injustice and treat Others with Love and Respect (4: Borba 2001, 4).

* **Al-Qattami (2009):** It is the learner's ability to distinguish between right and wrong after understanding and comprehending it. This required consideration of others' ideas, control over the motives for error, commitment to moral values, prohibitions and commands, and then accepting all the voices issued by others expressing their views (Qattami, 2009: 223).

The researcher's definition of moral intelligence is determined by the aforementioned definition of (Burba, 2001) to be a theoretical definition that is reliable in this study.

* **Procedural definition:** the total score that the student (respondent) obtains when answering the paragraphs of the moral intelligence scale that the researcher warns of in her research.

Second: The neurotic tendency to move against People:

It was identified by:

* **Horney 1983:** The extreme and coercive need for power, admiration, and exploitation as the only way to solve a basic conflict. (Schiltz, 1983, p. 103)

* **Al-Ani 2001:** It is the individual's tendency to behave aggressive behavior against others, which expresses this tendency to express the spirit of hostility to the individual. (Ani, 2001, p.9)

The researcher has adopted Horney's definition of neuroticism (movement against others) because it adopted her theory of the main research variable.

* The procedural definition of the neurotic tendency to move against others, identified by: the response of the members of the research sample on the scale of the neurotic tendency to move against others prepared by the researcher, expressed in the total degree obtained by (the male student or female) on the paragraphs of this scale.

Third: Preparatory stage:

It is the academic stage that begins after the intermediate school stage, in which holders of an intermediate school diploma are accepted and study for a period of three years, during which specialization begins in one of the scientific (biological and applied) and literary branches (Ministry of Education, 1981: 4).

Theoretical framework and previous studies

First: Moral Intelligence:

Introduction

Michele Borba introduced a new perspective called Moral Intelligence within the framework of seven virtues (sympathy, conscience, self-control, respect, sympathy, tolerance, and justice), which are good and necessary human qualities for all people and everywhere, which help him in facing all pressures in His life career (Borba, 2001: 3)

Borba asserts that having a person's moral intelligence will not only create a more sympathetic and tolerant atmosphere in which a person can live, but also help the person gain what is important in building their personalities, which is self-esteem (Borba, 2001: 121).

Bartal (Bar-Tal-1983) also identified advanced cognitive skills that contribute to the development of moral performance, and they could be identified as follows:

1. Dealing with multiple alternatives.
2. Predict the outcome of a behavior or performance.
3. The ability to understand intentions and their importance.
4. The ability to recognize the needs of others.
5. The ability to think ethically.
6. The ability to share emotional.
7. The ability to direct self-regulation (Qatami, 2009: 223)

Benefits of moral intelligence

1. Moral intelligence gives us patience, tolerance and justice, which increases a person's ability to adapt and deal with others.
2. It has a positive benefit in the mental health of a person. When a person adheres to what he says, he finds a kind of mental health such as psychological stability.
3. Moral intelligence helps the individual and society to distinguish between right and wrong, and individuals acquire what is called community health and become healthy, interconnected and coherent.
4. Moral intelligence leads to concern for others and away from selfishness among individuals, which spreads safety in society.
5. Moral intelligence leads to the spread of peace, love and appreciation, and distance from violence and aggression.
6. Moral intelligence gives children moral immunity and self-immunity. (Al-Ayoub, 2006: 50)

Michael Burba's Moral Intelligence Theory

Moral intelligence is the ability to understand right from wrong, and this ability includes the essential life features, such as perceiving pain from others, self-control, controlling its motives, listening to all parties before passing judgment, distinguishing immoral choices, standing up to injustice

and treating others with love and respect (Borba, 2001: 4). It includes seven virtues:

First: (sympathy):

It is the ability to resemble other people's interests and treat others sympathetically

Second: (Conscience): It is a storehouse of knowledge that helps the individual understand right from wrong.

Third: (Self-control): It is what helps individuals to regulate their behavior as harmful actions stop temporarily by giving us extra seconds that we need to realize the possible consequences of our actions.

Fourth: (respect): respect means that you treat others the way you would like them to treat you, and that you love for them what you love for yourself, and respectable people are more concerned with the rights of others, and think about the other in a more positive way and more concerned with respecting oneself and respecting the other, which is the cornerstone of prevention from Violence, injustice and hatred are healthy.

Fifth: (Kindness): Kindness is that important feature that shows others how much we care about their comfort and feelings and treat others sympathetically.

Sixth: (Tolerance): a moral virtue that helps individuals respect each other as persons regardless of the differences, whether they are racial, social, outward, or civilized.

Seventh: (Justice): People who have these qualities take the role and participate and listen openly to all parties before passing judgment on them. Borba confirms that people who have gained justice are more tolerant, civilized, understanding and caring (Borba, 2001: 235).

The researcher has adopted Michel Borba's theory of moral intelligence as a frame of reference in measuring and interpreting results.

Development of moral intelligence for children:

Parents can develop the moral intelligence of their children in several ways:

1. Training and learning.
2. Ethical development by encouraging good behavior.
3. Giving the children a position and supporting it by asking them specific questions, and from the answers we develop their way of thinking and directing them.
4. Accustom them to feeling the feelings of others and their respect and appreciation (Al-Ayoub, 2006: 50)

Second: neuroticism (move against others):

Neuroticism and neurosis

Neuroticism is an individual's predisposition to developing neurosis if conditions conducive to this are provided. Without these conditions, there remains a latent predisposition or an implicit tendency to neurosis. (Cattle) noted that (tendency) is: the willingness or predisposition of an individual to acquire specific behavioral patterns more easily than other behavioral patterns. (Cattle, 1961, p.108)

Psychologists and psychiatrists agree that neurosis is one of the mental disorders that fall within the limits of inferiority for society. Because neurotic patients suffer from psychological difficulties, as well as face the struggles of life in an abnormal way according to the standards of society. Noting that neurosis is a cultural concept and that every society or environment interprets it according to its standards or beliefs.

(Al-Dabbagh, 1977, p. 30) (Al-Jadiri, 1990, pp. 53-54).

Although some scholars believe that neurosis affects all classes with different cultures, and it spreads to the civilized classes more than the primitive ones, and from societies that suffer crises and tensions. (Grossman, 1976, p.55).

Some views that explained neuroticism (movement against others)

1. Instinctive perspective:

The instinctive theory appeared in the middle of the nineteenth century and the beginning of the twentieth century, as it was an important concept at the time that psychologists used to explain many patterns of behavior (Holland, 1986, p.150). Many of them refer to any behavioral model to instincts as its basis. For example, William James talked about (32) different instinctive behavioral tendencies, while McDougall said about (12) instincts, and in the first quarter of the twentieth century Bernard (5684) discovered an instinctive behavioral model. (Zillmann, 1979, p.114)

McDougall divided motives into two parts, the first being primary motives and the second part secondary motives, as the tendency for aggression or the tendency to it is secondary motives. This tendency or desire is associated with the growth process and is largely subject to the degree of maturity and the way it is expressed is affected by the type of culture and the style adopted by the individual in His life. (Alusi, 1999, p. 37)

2. The psychodynamic perspective:

Sigmound Freud, Alfred Adlr, Karen Horny, Hary Stak Solivan, and Arik Froom are the viewpoints of Sigmound Freud.

Freud believes that there are only two instincts behind human behavior that result from general biological energy, (the instinct of life and the instinct of death), and Freud linked the tendency to aggression with the instinct of death. To the development and growth of this tendency in individuals. (Al-Ezzi, 2002, p. 26)

Freud called this tendency the Kabbalah knot based on the killing of Abel at the hands of his brother Cain. Therefore, Freud considers aggression to be present in all individuals and it transcends negative feelings such as hatred,

exploitation, desire for revenge and strength. And constructive feelings A number of senior analysts have adopted the concept of aggressive tendency, among them (Sundy) who established the theory of (analytical ability). (Majthoub, 1992, pp. 66-67)

Edler believes that aggression arises in an atmosphere of hatred and disrespect that tends to form in him an aggressive tendency against others, so he acquires a destructive lifestyle that directs him towards achieving his goals by any means regardless of the interest of others.

As for Horney, she belongs to the school of psychoanalysis and within the stream of innovators in it. Karen Horney agreed with Freud about the importance of the childhood years in the formation of the personality of the individual, but stressed that environmental and social factors are the decisive factor in the formation of the personality of the individual, especially the child's relationship with his parents, rather than Freud's emphasis on biological factors. (Al-Waqafi, 1998, p.584)

Horney believes that childhood is characterized by two needs, the need for safety and the need for satisfaction. She explained that the individual, in the childhood era, because of his sense of loss of security resulting from bad treatment by parents, he has a state of hatred towards the parents. Because of his fear for his relationship with them, he suppresses this hatred and expresses it in what Horney called the name of the basic anxiety (Basic Anxiety).

(Schiltz, 1983, pp. 96-98)

The main concern is the main concept in Horney's theory, which results from the individual's feeling of helplessness towards a world charged with hostility and the feeling of insecurity that generates a state of neurosis. (Al-Dabbagh, 1983, p.30)

Horney has identified three strategies to reduce basic anxiety to the maximum degree, which she called Nearotic Trends, and one of these three trends is neuroticism (moving against people). This tendency includes a number of neurotic needs that can be summarized as follows:

1. The neurotic need for power and power: It is the need for the individual to control others by glorifying strength, despising weakness, searching for sufficient power and seeking to obtain it in any way.
2. The neurotic need to exploit others: it is the individual's need to prefer his own interest to the detriment of the interest of society and the exploitation of others.
3. Neurotic need for social esteem: It is the individual's need to obtain a corporate value, as people praise him and acknowledge his abilities continuously.
4. The neurotic need for personal admiration: It is the individual's need to obtain acceptance of others in light of the ideal image that he carries about himself, not on the basis of what he is really like.

5. The neurotic need for ambition and personal achievement: it is the need for the individual to always be superior to others.

(Abd al-Rahman, 1998, pp. 202-203) (Al-Ani, 2001, p.20)

Horney explained that neuroticism (moving against others) is an expression of the hostile tendencies of a neurotic person, as life represents for him a struggle against everyone and that his need for approval and tenderness of others is put to serve his aggressive purposes and that his needs stem from the basic anxiety that the individual suffers from causing him a state of fear. Because such an individual represents for him the world a battlefield in which the survival of the fittest is for that he seeks his own self-interest as well as has a need to control others by multiple means, as he believes that he can succeed in everything through logical conclusion or farsightedness, so he has a strong need to achieve success in all something and in what image it was. Such a person would have a need to exploit others and use them for his own benefit, a willingness to accuse others, and no feeling of guilt.

(Horney, 1988, pp. 49-50)

Therefore, this tendency and the needs it includes are irrational solutions to a person's problems. Horney also asserted that the three tendencies (the tendency to move against others, the tendency to move with others, the tendency to move away from others) are present in every person and that the needs that these tendencies contain are not abnormal and non-neurotic in their transient appearance in daily life and that what makes them neurotic is extreme compulsion and persistence, and he considered it the only way to resolve an underlying anxiety.

(Schlitz, 1983, p.102)

Horney assured that a normal person can integrate the three strategic directions together (with, against, away from others) in a way that makes him a flexible person so that he can use any of these directions and according to the requirements of the situation. The conflict is at its most intense. (Saleh, 1988, p.52)

3. Social learning perspective:

Among the most prominent of owners of this view, Bandura and Walters, as they demonstrate that social learning experiences play a critical role in developing each individual's behavior. Neurosis according to this view (it is a learned behavioral habit and the neurosis has nothing to do with the unconscious and suppression) as Freud sees it. (Yassin, B, T, p. 236)

Therefore, aggressive tendency is acquired or learned by observing hostile patterns in daily life and from the people surrounding the individual and also through reinforcement or reinforcement. In other words, one learns hostility from watching others practice it and gets reward when doing it (learn by witnessing). An individual also learns hostility when practicing it and gets rewarding results (learn with reinforcement). In light of this, parents play the most important and largest role in children's learning of the aggressive tendency, as there is a high and coordinated correlation between

parents' attitudes and similarities that exist in children. (Al-Shammari, 2003, pp. 22-24)

Previous studies

First: Studies related to moral intelligence

1. Al-Shammari study (2007) : The goal of this study is the relationship between moral intelligence and mutual social trust among students at the University of Baghdad. The sample reached (400) students, (200) males and (200) females, who were chosen randomly, among eight humanitarian Colleges, and four scientific colleges.

The researcher prepared the Moral Intelligence Scale, which consists of (62) items, and adopted the Social Confidence Scale that he prepared (Nadhmi, 2000), which consists of (38) items.

And he found that university students have moral intelligence and a low level of mutual social trust. The results also showed a positive relationship between moral intelligence and mutual social trust (Al-Shammari, 2007: 23-156).

2. The Shehata study (2008) : The goal of the study is to identify the relationship between moral intelligence and the school and family environment among first-grade secondary students. The final sample of the research was (420) male and female students in Minya Governorate in (Egypt). The researcher has built measures of moral intelligence and adopted measures of the social environment of the family.

The researcher reached the following results:

- There is no effect of gender (males - females) in all areas of moral intelligence, except for empathy for the benefit of females
- The cultural background has no effect on moral intelligence (rural - urban).

The existence of a positive correlation between moral intelligence and the social environment of the family. - The existence of a positive correlation between moral intelligence and the environment, the mere study of integration, belonging and teacher interaction (Shehata, 2008)

Second: Studies related to neuroticism (movement against others)

1. Ani study (2001): The study aimed to build a measure of neurotic tendencies among university students. The scale was applied to a sample of (640) students from Baghdad University, and after processing the data statistically, the results showed that the tendency to move against others and the tendency to move away from others came With a low degree and with an average less than the theoretical average, as for the tendency to move with others, it came to a high degree compared to the theoretical average. The results also showed that there are no statistically significant differences in the three trends between male and female students and that there are no statistically significant differences in the three trends between scientific specialization and specialization Humane. (Al-Ani, 2001: 6-71).

2. Al-Tamimi study (2002): The study aimed to find out the level of neurotic tendencies among students of the University of Baghdad and their relationship to methods of parental treatment, as the sample size reached (500) students and the researcher used the Ani scale (2001) for neurotic tendencies and the (Lami) scale (2001) to measure Methods of parenting treatment. The results showed that the students' tendency to move against others and the tendency to move away from others was less than the theoretical average, while the tendency to move with others came at an average higher than the theoretical average for the scale (Al-Tamimi, 2002, p: h).

Research methodology and procedures:

Research Methodology:

In the current study, the researcher used the descriptive approach. Because it is the most appropriate approach to study the correlational relationships between the variables and uncover the differences between them, as this approach is concerned with studying the research variables as they are among the sample members without the researcher having a role in controlling the variables and is interested in describing the phenomenon accurately and expressing it in quantitative and qualitative terms. (Obaidat et al., 1996, p. 286)

Search procedures :

This chapter includes a description of the research community and its sample and the steps for preparing its tools and extracting the psychometric properties of them in terms of validity and reliability, and the statistical methods used in their extraction, and in extracting the results of the research.

First: Population of the Research

The research community consists of high school students in the General Directorate of Education in Anbar Governorate for the academic year (2019-2020) they were (14187) students, divided according to the gender variable, (7418) males, with (52%) of the community, and (6769) females, with (48%) of the community, and they are also divided according to the specialization, the scientific students are (9138) with (64%) of the community, and the literary students are (5049) with (36%) of the community, as shown in Table (1).

Table (1)

The research population sorted by gender and specialization

Research population	Gender		Total
	Male	Female	
Major scientific	4752	4386	9138
Literary	2666	2383	5049

Total	7418	6769	14187
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Second: The research sample

The researcher selected the community by random stratified method from the research community. The research sample was (200) male and female students, divided according to the gender, (104) male and (96) female students, and sorted according to their specialization, (128) scientific male and female and (72) literary male and female students. As shown in table (2).

Table (2)

The research sample is distributed according to gender and specialization

Research population	Gender		Total
	Male	Female	
Major scientific	67	61	128
Literary	37	35	72
Total	104	96	200

*** Research Tools**

First: The Moral Intelligence Scale: As achieving the research objectives requires preparing a tool for moral intelligence. After the researcher examined the literature and the relevant tools, she found a tool (Alawsi, 2010) suitable for the research that was built according to the theory of (Burba, 2001) and its definition of moral intelligence. The scale includes seven domains of moral intelligence (empathy, conscience, self-control, respect, compassion, tolerance, and justice) (Borba, 2001: 6-7).

*** Description of the moral intelligence scale:** The scale paragraphs were (49) items distributed evenly into seven areas, and the paragraphs that reflected a positive trend were (40), while the paragraphs that reflected a negative trend were (9), three substitutes were placed for the answer in front of each paragraph, (always, sometimes, rarely) in succession so that it is (3, 2, 1) for positive alternatives and vice versa (1, 2, 3) for negative alternatives, so the highest score that the respondent can get is (147) score and the lowest possible score for the scale is (49) and the hypothetical average is (98).

*** Validity of the scale paragraphs (apparent truthfulness):** The researcher presented the scale and the alternatives to the answer and their fields to (10) arbitrators of specialists in psychology and psychometrics, who were asked to determine the validity of the paragraphs and the suitability of the paragraphs to the field in which they were placed. The arbitrators expressed their observations and opinions in the paragraphs. Approval of all

paragraphs by more than 80%, so the paragraphs are apparently valid in measuring moral intelligence.

*** Preparation tool instructions:**

The researcher asked the sample members not to mention their names as the tool is used for scientific research purposes. With an emphasis on reading the instructions carefully and accurately, answering honestly and frankly, as well as explaining the method of answering the paragraphs of the tool by placing (✓) under the alternative that he believes applies to him and not leaving any paragraph with the required data such as type, specialization and stage of study.

*** Statistical analysis of the paragraphs of the moral intelligence scale:**

First: Distinguishing paragraphs:

The researcher verified the strength of the paragraphs in distinguishing between individuals by applying the scale to the sample of statistical analysis, which is (200) high school students, noting that the application of the scale was electronic by creating a link for the two scales and applying it electronically due to the Corona pandemic, after that the researcher corrected Each form and giving each paragraph a grade according to its type (negative / positive) and collecting the scores of the paragraphs by giving it a total score for each form. Then arranging the (200) forms in descending order from the highest degree to the lowest degree. Then (27%) from the upper group and (27%) from the lower group were withdrawn. The forms in each group were 54 forms. And after using the T-test for two independent samples to find out the significance of the difference between the two extreme groups in the scores of each paragraph of the tool by describing that the calculated T value represents the discriminatory ability of the paragraph (Edwards, 1993: 153-154), it was found that the calculated T-values range between (3,865 - 9,435) which is greater than the index value of (2,00) with a degree of freedom (106) and a level of confidence (0.05)

Second: the internal consistency method:

The relationship of the paragraph score with the total score of the moral intelligence scale was calculated using the Pearson correlation coefficient, for the sample of statistical analysis (200) male and female students. The statistical treatment, after using the SPSS statistical program, showed that the correlation coefficients for all the paragraphs were statistically significant at the level of (0.05), as they ranged from The values of the paragraph correlation coefficient with the total score of the scale are between (0,377 - 0.621), which is higher than the critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (198), which is (0,139).

Psychometric properties of the scale:

First: Verify the scale:

The scale of moral intelligence has achieved validity of both types:

1- Apparent validity: This validity of the Moral Intelligence Scale was verified by presenting it in its initial form to a group of arbitrators specialized in the field of psychology and psychometrics, as their number were (10) and as mentioned in the procedures for adopting the scale.

2 - Validity of construction: This type of validity of the scale was verified through the discriminatory strength of the paragraphs and the internal consistency as mentioned previously.

Second: Stability of scale:

The stability of the moral intelligence scale has been confirmed through the (Fakronbach) method as the following:

Alfa Coefficient Internal Consistency

This method depends on the consistency of the individual's performance from one paragraph to another. Calculating the correlation between the items in the test and using this method provides us with an estimate of stability in most situations (Nunnally, 1978: 230). After using the (Fakronbach) equation on the statistical analysis data of (200) male and female students, the coefficient reached Alpha stability coefficient (0,84), which is a reliable coefficient of reliability, as the reliability coefficient of psychological measures should not be less than (0.70) (Odeh 1998: 367)

Second: The Neuroticism Scale (to move against others)

In order to achieve the objectives of the research and with regard to neuroticism (move against others) and after the researcher familiarized himself with the theoretical framework and previous studies. Accordingly, the researcher adopted a scale (Radi, 2011) in which neurotic tendency (moving against others) can be measured, which is suitable for high school students.

1. The neurotic need for power or authority.
2. The neurotic need to exploit others.
3. The neurotic need for personal admiration.
4. The neurotic need for social appreciation.
5. The neurotic need for ambition and personal achievement.

(Schiltz, 1983, p. 101).

* **Description of the neuroticism scale (movement against others):** The number of the scale's paragraphs reached (40), with (11) items for the first domain, (6) for the second domain, (10) for the third domain, (8) for the fourth domain, and (5) for the fifth domain In the scale, Likert's method was adopted in setting the answer alternatives, because this method has been adopted in many studies, psychological measures and personality measures as well. One of the reasons for this method preference is that it does not require much effort in calculating the values of paragraphs or their weights, and it is often of a high degree of stability. (Essawi, 1985, p. 391) Therefore, the researcher chose the following alternatives to answer:

(Absolutely agree, agree, I have no opinion, reject, completely reject), which gives the following weights: 5, 4, 3, 2, and 1 respectively. Therefore, the highest score that the respondent can obtain is (200) degrees, while the lowest score for the scale is (40) degrees, and the hypothetical mean of the scale is (120) degrees

* The validity of the scale paragraphs (apparent truthfulness): The researcher presented the scale and the alternatives to the answer and their fields to (10) arbitrators from specialists in psychology and psychometrics, including a general summary of the concept of neuroticism (moving against others) and its areas that compose it, and the experts were asked to express their observations. And their opinions regarding determining the validity of the paragraphs and the suitability of the paragraphs to the field in which they were placed. The arbitrators expressed their observations and opinions in the paragraphs, and all the paragraphs were approved by more than 80%, so the paragraphs are apparently valid in measuring neuroticism (action against others).

*** Preparation tool instructions:**

The instructions were prepared for the scale were simplified and understandable, and to urge the respondent to give explicit answers. In the instructions it was indicated that the information that the researcher would obtain is for scientific research purposes only. Therefore, the instructions page did not include a special paragraph in the name of the respondent in a way that reassures him and reduces the social desire factor, as the researcher did not indicate Refer to the name or target of the scale, which reduces the chances of the answer being false. In addition to clarifying the method for answering the paragraphs of the tool by placing (√) under the alternative that it thinks it applies to, and not leaving any paragraph with the required data such as type, specialization and stage of study.

*** Statistical analysis of the paragraphs of the neuroticism scale (move against others):**

First: Distinguishing paragraphs:

The researcher verified the strength of the paragraphs in distinguishing between individuals by applying the scale to the sample of statistical analysis, which is 200 high school students, noting that the application of the scale was electronic by creating a link for the two scales and applying it electronically due to the Corona pandemic, after that the researcher corrected Each form is then arranged in descending order from the highest degree to the lowest degree. Then (27%) from the upper group and (27%) from the lower group were withdrawn. The forms in each group reached 54 forms. And after using the T-test for two independent samples to find out the significance of the difference between the two extreme groups in the scores of each paragraph of the scale, as it was found that the calculated T values ranged between (2,943 - 7,489), which is greater than the tabular value of (2,00) with a degree of freedom (106) and the level of Confidence (0,05)

Second: the internal consistency method:

The relationship of the paragraph score to the total score of the neuroticism scale (movement against others) was calculated using the Pearson correlation coefficient, for the sample of statistical analysis (200) students. The statistical treatment showed that after using the statistical program (SPSS), the correlation coefficients for all the paragraphs are statistically significant at the level of (0.05), as the values of the paragraph correlation coefficient with the total score of the scale ranged between (0,278 - 0,551), which is higher than the critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (198), which is (0,139).

Psychometric properties of the scale:

First: Verify the scale:

In the Neuroticism Scale (Acting Against Others), both types of validity may be investigated:

1- Apparent truthfulness: This validity of the neurotic tendency scale (action against others) was verified by presenting it in its initial form to a group of arbitrators specialized in the field of psychology and psychometrics, as their number reached (10) and as mentioned in the procedures for adopting the scale.

2 - Validity of construction: This type of validity of the scale was verified through the discriminatory strength of the paragraphs and the internal consistency as mentioned previously.

Second: Stability of scale:

The stability of the neuroticism scale (action against others) has been confirmed by the Vachronbach method as follows:

Alfa Coefficient Internal Consistency

The researcher used the (Fakronbach) equation on the statistical analysis data of (200) male and female students, and the alpha coefficient of stability reached (0,82), which is a reliable coefficient of stability, as the stability coefficient of psychological measures should not be less than (0.70) (Odeh, 2002: 367).

Statistical methods: The Statistical Program (SPSS) was used for the Statistical Bag for Social Sciences.

1. The T-test for two independent samples to test the function of differences between the upper and lower group of the two research measures when calculating the paragraph discrimination factor.

2. Pearson Correlation Coefficient:

a . To find the relationship between the score of each paragraph of the scale with the total score of the scale for each of the two measures of moral intelligence and neuroticism (moving against others).

B . To find the correlation between moral intelligence and neuroticism (move against others).

3. Fackernbach to extract the stability of both the measure of moral intelligence and neuroticism (move against others).
4. The T-test for one sample to find out the difference function between the arithmetic mean of the sample of the research results and the hypothetical mean of the scale of moral intelligence and neuroticism (move against others).

View and discuss the results:

1. Identifying the level of moral intelligence among high school students:

The results of the research showed that the arithmetic average of the research sample scores on the moral intelligence scale were (114,53) degrees, and a standard deviation of (11,905) degrees. When comparing this arithmetic average with the hypothetical average of the scale, which reached (98) degrees, and by using the T-test equation for one sample, it was found that the calculated T value was (19.66) degrees, which is greater than the tabular T value of (1.96) at the level of (0.05) and the degree of freedom (199). This result indicates that high school students possess moral intelligence at a high level, As shown in Table (3):

Table (3)

The T-test for the significance of the difference between the hypothetical average and the arithmetic average of high school students on the moral intelligence scale

Sample	Calculated average	standard deviation	Theoretical average	The T-value		Indication level
				Calculated	Tabular	
200	114.53	11.905	94	19.66	1.96	0.05

This goal can be explained in that the students 'acquisition of the essential virtues of moral intelligence helps them face the external moral challenges and pressures facing them and thus build a coherent personality. This is when the basis of moral intelligence is based on a solid foundation that helps individuals to acquire new virtues that lead them towards a responsible life and moral behavior (Borba, 2001: 15) and this result is consistent with previous studies such as a study (Al-Shammari, 2007) and a study (Shehata, 2008).

2. Identify the level of neuroticism (move against others) among high school students:

The results of the research showed that the arithmetic mean of the research sample scores on the neuroticism (move against others) scale was (118.94) degrees and a standard deviation of (13,123) degrees. When comparing this arithmetic mean with the hypothetical average of the scale, which was (120) degrees, and using the equation of T-test for one sample, it was found that the calculated T-value is not statistically significant, as it reached (1.14)

degrees and it is smaller than the tabular T-value of (1.96) At a level of (0.05) and a degree of freedom (199), which indicates that high school students possess neuroticism (move against others) at a medium level, and as shown in Table (4).

Table (4)

The T-test for the significance of the difference between the hypothetical average and the arithmetic average of high school students on the scale of neuroticism (move against others)

Sample size	Calculated average	standard deviation	Theoretical average	The T-value		Indication level
				Calculated	Tabular	
200	118.94	13.123	120	1.14	1.96	0.05

The researcher explains this result to the events that the country went through, such as wars, occupation, widespread violence in society, political instability and insecurity, as well as the rapid economic and social changes that occurred in the community. This result differed with the study of Al-Ani (2001) and the study of Al-Tamimi (2002), whose results indicated a high level of neuroticism in the sample, and this difference can be attributed to the difference in the sample in the current study, which is high school students, while previous studies were applied to university students.

3. Identify the relational relationship, moral intelligence and neuroticism (move against others):

To achieve this goal, the data were processed statistically using (person correlation), as the results showed that the relationship between moral intelligence and neuroticism (moving against others) is a negative relationship amounting to (-0,427) and Table (5) shows that.

Table (5)

The correlation coefficient between moral intelligence and neuroticism (moving against others) and its statistical significance among high school students

Correlation coefficient	Degree of freedom	The computed T-value	Tabular value	T-	Indication level
-0.427	198	6.671	1.96		0.05

After using the T-test for the correlation coefficient, it emerged that the calculated T value is statistically significant at the level (0.05), as the calculated T value reached (6,671), which is greater than the tabular T value of (1.96) with a level of significance (0.05) and with a degree of freedom. (198). The negative relationship means that the higher the student's score in moral intelligence, the lower his score in neuroticism (moving against others).

This can be explained by the fact that (Borba) indicates that individuals with moral intelligence are responsible for their actions and they do so by accepting what happens without excuses, blame, attack or aggression even if the result is negative, since the core virtues that Michel Burba referred to are It is stored within the individual, and through the presence of this capacity, the individual takes control and control of his motives, behavior and emotions.

Recommendations

1. Development of moral intelligence as much as possible, given that moral intelligence has no boundaries that cannot be crossed, meaning that whatever the degree of moral intelligence is, it is possible to strive to increase that degree.
2. Providing suitable opportunities for high school students to invest their spare time in social activities and programs to develop and enhance their moral intelligence.
3. Attention by educational and educational institutions to aspects of moral development among students by verifying the teacher's awareness and his representation of the skills necessary for this, and preparing him well in this field.
4. Encouraging educational and psychological research centers to work in designing counseling programs that contribute to reducing the level of neuroticism to move against others among students.
5. Supporting various curricula and activities that stimulate interaction and social behavior, and searching for the best ways that contribute to their development and development.

Suggestions

The researcher suggested several scientific researches in the future, including:

1. Conducting a similar study at different stages and social strata such as university, middle and primary school.
2. Conducting studies dealing with the relationship of moral intelligence with other variables such as (social skills, mental health, methods of socialization, and other variables).
3. Building counseling programs targeting students who have a high neurotic tendency to move against others to reduce this tendency.

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