

The Moral Engagement of the university students

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Search Abstract

The current research aims to identify Moral Engagement for university Students. The current research is determined by university Students of both sexes (males and females) and from specialization (scientific, humanitarian) for the academic year (2021-2022). The current research sample consisted of (400) male and female who were selected in a random, stratified method of proportional distribution, and in order to achieve the objectives of the research, the researcher built a scale of Moral Engagement in this research, based on the Theory (Narvaez, 2008), and it was presented to a group of specialized arbitrators to judge. The validity of its items, and then the psychometric properties were extracted for it, as the value of the stability factor was by the Cronbach Alpha method (0.87) and by the retest method (0.81). After the scale became its final form, after completing the application, the researcher used the appropriate statistical means to analyze the data, using the statistical package for social sciences, and the results of the research showed the following, [University Students in general enjoy a high degree of Moral Engagement, in light of these results, the researcher presented some recommendations and suggestions, as described in Chapter Four.

Keywords: The Moral Engagement

Chapter One

Research Problem

The deficiency in the moral aspect is responsible for the problems we suffer today, and we would not be exaggerating if we say that many of our society's current problems are moral problems at their core. (1991: 124). From this point of view, individuals live today with a gap between what they hold of moral values and ideas, honesty, integrity and pretend moral traits on the one hand, and the concrete moral behavior they perform on the other hand, and that this gap is liable to widen because most individuals. They are not concerned with their own actions as much as with how others perceive them as moral individuals with integrity and all moral traits (Al-Bayati, 2015: 3). This state of contradiction may result in what Narvaez emphasized that people who live in an environment full of contradictions and unacceptable behaviors are. They have socially and morally undesirable behaviors, and she added that successful people may commit moral errors, and we cannot say that these errors are the result of the individual's weak culture, ignorance of moral values, or lack of feeling. with others, but rather to a lack of interest in moral judgments and a lack of moral integration et al, 2011: 40 (Narvaez). As adherence to extraneous values and ethics prevailed at the expense of adhering to our lofty Islamic values and ethics among some members of society, especially university students, which kept them away from moral integration with the moral system of Islam as a result of lack of awareness of the need for lofty morals through which the individual can transcend and transcend all the obstacles that prevent. Without its elevation and development (Asal, 2014: 2),

and with this the current research raised the following question: **Does the research sample possess ethical integration?**

The importance of the research:

The university student is the means and the end of education, as he is the center of the energies of the society, capable of bringing about change in all the joints or areas of life and the tracker of development and development, as we find that the Islamic religion has shown a wide interest in the student's personality, as it came with the Almighty's saying (Say: Are those who teach equal? And those who do not know) Al-Zumar / 9, so the university student is the wealth of every nation that seeks progress and progress. It is the pulse of the present and the wisdom of the future, and it is the symbol of life and its strength (Hamed, 1984: 125-124). Which he deals with in the study, as it is one of the most important groups of society because of what they need from a sound mental, psychological, physical and social preparation, and because of the responsibility that falls on them in the future, which is to build society. The moral system is one of the most important pillars of human building, and it is the existing means of interaction between people and peoples, as it expresses the behavior and education of the human being and the good or bad habits with which he deals with others, as our Prophet Muhammad, may God bless him and his family and grant them peace, said (I was sent to perfect morals). In this hadith, it shows us that morals are the basic criterion for socially evaluating a human being, and the Almighty said in describing the Prophet, may God's prayers and peace be upon him and his family, (and that you are of great character) (Muhammad, 1991: 124). The issue of moral integration is one of the modern topics in the field of moral psychology. And it is expressed through the flow of the individual with moral and social values, principles and standards, which is evident through good dealing with others, such as family members, neighbors, relatives, and friends, and its great role and positive impact on human behavior, life and compatibility with others, and therefore moral integration is the essence. The moral life of the individual is due to what he acquires from the awareness of sound moral rules, his conviction and adherence to them, and through him the social mutual trust is achieved between the other individual (Borba, 2001). The results of the studies of Haidt (2003) and Vande Vyver (2012), that moral participation activates positive social behaviors in the individual, 2003: 381). (Haidt Narves) The new moral integration between the individual the values of the society may be compatible with each other to serve the interests of the society, and this moral integration has achieved its goals in making a morally cohesive society. (Narvaez)

Research Objective

The current research aims to identify the moral integration of university students.

Research limits

Determined by the students at the University of Babylon, according to gender and academic specialization for the year (2021-2022).

Define terms

Moral Engagement: defined by

Konner, 2002): a process of flowing with values and principles, communication with others, attachment of love, care, attachment and reinforcement (Konner 2010: 29).

(Darcia Narvaez, 2008): The process of moral psychological connection with others and the formation of relationships and feelings of love and gratitude with members of society (Narvaez, 2008: 99).

Theoretical definition:

The researcher has adopted the definition of (2008 Darcia Narvaez,) as it is the theoretical definition of ethical integration in the current research.

Procedural definition:

The total score obtained by the respondent through his procedural answer to the items of the scale used in the current research.

Chapter Two

Moral Integration the Triple Ethics Theory (Darcia Narvaez, 2008)

The Triple Core Ethics derives its name and inspiration from McLean's Triple Brain Theory (1973, 1990) which is a meta-theory that combines the results of multiple research programs to propose three institutional moral drivers. This theory is a psychological theory developed to achieve three main goals

1 - An attempt to collect critical findings from emotional neuroscience and cognitive science and integrate them into moral psychology in order to enrich psychological research on the moral lives of people. that affect the formation of personality and behavior in the context, while at the same time situations can provoke specific reactions that differ according to personality. 3- Clarify the initial conditions for optimal human moral development (Narvaez, 2008:

Darcia demonstrated optimal early life experience of interaction and mutual influence affecting subjective response - attention to and responding to social cues in a collaborative manner - a creative response in itself that shapes the moral orientations of those with responsive caregivers, whose needs are met without distress, and is likely to They develop a secure neurological and biological connection and, in contrast, moral attitudes can be impeded by poor child-rearing practices (Narvaez, 2014; Erdil-Moody & Thompson, 2020).

Therefore (2016) Narvaez et al emphasized the role of the environment in shaping and developing the areas of the neocortex in the brain responsible for moral integration. It believes that their development requires special and continuous care since the early years of the individual, as care enhances the areas of emotion and morals in the right lobe of the brain and it remains vulnerable to damage and damage if exposed to inappropriate environmental conditions. Of course, immature brain development affects moral expression (Narvaez et al, 2016; Farnia & Mohammadi, 2021). Narvaez presented two areas of moral integration:

- 1- Strengthening the collective sense of self capabilities that allows the conscious mind.
- 2- The ability to frame behavior in an ethical way to explain the past and imagine the future. (Narvaez,2011; Gürses, 2021).

Chapter Three

First: Research Methodology

To achieve the objectives of the research, the researcher adopted the descriptive-associative research method, which is intended to describe a specific phenomenon or problem.

Second: The research community

The research community is defined as all the elements or individuals that share a feature that distinguishes it from the rest of the other communities (Al-Mahmoudi, 2019: 178). And the majors numbered (11,550), with (4842) males and (6708) females, while the number of the scientific majors reached (5147) and the humanitarian specialization amounted to (6403), and table (1) illustrates this.

Table 1. It shows the research community distributed by university, gender and specialization

Total summation	Humanitarian specialty		Scientific specialization	
	Female	Male	Female	Male
11550	3549	2854	3159	1988
	6403		5147	

Third: The research sample

The sample represents a model that includes part of the vocabulary or units of the original community concerned with research and study and is representative of it (Thompson, 2012, 35).

The sample was chosen randomly with a proportional distribution

The research sample consisted of (400) male and female students, at a rate of (168) male students, at a rate of (42%) and (232) female students at a rate of (58%), while the number of scientific specializations from the sample was (176) at a rate of (44%). And the number of humanitarian specialization reached (224), with a percentage of (66%), as shown in Table (2).

Table 2. Statistical analysis sample distributed by sex and specialty

Total summation	Gender		College name	Specialization
	Female	Male		
69	45	24	Faculty of Sciences	Scientific
52	30	22	Faculty of medicine	
55	33	22	Faculty of nursing	
116	65	51	Faculty of Education for the humanities	humanitarian
59	29	30	Faculty of law	
49	30	19	Faculty of Literature	
400	232	168	total summation	

Fourth: Research Tool: Ethical Integration

After reviewing previous studies and reviewing psychological theories that dealt with the concept of moral integration, the researcher did not find a scale commensurate with the current research sample and its objectives, and accordingly the researcher identified the following theoretical premises:

Drafting paragraphs for each dimension: The researcher formulated (30) paragraphs based on Darcia's theory (2008) of moral integration, and the researcher relied on Likert's five-way scale for scale alternatives, and Appendix (1) illustrates this.

4- The experience of clarity of the instructions and paragraphs of the scale

The aim of this experiment is to know the extent of clarity of the instructions and paragraphs of the scale in terms of wording and meaning and the extent to which respondents understand the paragraphs of the scale and its alternatives, so the researcher applied the scale to a random sample of (40) male and female students. **Conducting the statistical analysis of the items of the moral integration scale:**

The statistical analysis of the items of the scale is a necessary and important step in building educational and psychological standards because it reveals the extent to which the items are able to measure what they were prepared to measure. It also facilitates the selection of items with good characteristics, as the accuracy of the scale depends largely on the accuracy of its paragraphs, the method of the two ends of the paragraphs and the relationship of the degree of the paragraph with the total degree of the scale are two appropriate methods in the process of analyzing the paragraphs, and the researcher used them for this purpose (Ebel, 1972: 399).

A- The method of the two end groups.

To do this, the researcher followed the following:

- ❖ Determine the total score for each form.

- ❖ Arranging the forms from the highest score to the lowest score (descending).
- ❖ The percentage of (27%) of the forms with the highest scores and the percentage of (27%) of the forms with the least were chosen, as the number of forms in each group reached (108) forms.

Table 3. *The arithmetic mean, standard deviation, and the calculated T-value for the items of the moral integration scale*

Indication	Calculated t-value	Standard deviation	SMA	Upper and lower	T
Function	15.099	.544 1.187	4.82 2.93	Upper Lower	F 1
Function	16.326	.601 1.020	4.78 2.92	Upper Lower	F 2
Function	12.771	.901 1.152	4.31 2.50	Upper Lower	F 3
Function	18.663	.508 1.083	4.85 2.70	Upper Lower	F 4
Function	18.056	.767 1.013	4.47 2.26	Upper Lower	F 5
Function	35.440	.442 .619	4.86 2.26	Upper Lower	F 6
Function	29.403	.165 .823	4.97 2.60	Upper Lower	F 7
Function	31.551	.395 .762	4.89 2.28	Upper Lower	F 8
Function	24.574	.420 .894	4.86 2.52	Upper Lower	F 9
Function	25.319	.263 .906	4.93 2.63	Upper Lower	F 10
Function	30.825	.370 .811	4.89 2.24	Upper Lower	F 11
Function	25.635	.544 .728	4.68 2.43	Upper Lower	F12
Function	28.125	.483 .752	4.83 2.41	Upper Lower	F13
Function	25.170	.454 .877	4.79 2.39	Upper Lower	F 14
Function	14.024	.903 1.089	4.31 2.40	Upper Lower	F 15
Function	37.041	.135 .754	4.98 2.25	Upper Lower	F 16
Function	35.844	.211 .760	4.95 2.23	Upper Lower	F17
Function	29.611	.365 .853	4.92 2.27	Upper Lower	F 18
Function	117.689	.135 .231	4.98 1.94	Upper Lower	F19
Function	20.009	.230 1.177	4.94 2.64	Upper Lower	F20
Function	17.068	.1024 .702	4.13 2.08	Upper Lower	F21
Function	20.211	.357 1.107	4.85 2.59	Upper Lower	F22
Function	17.619	.190 1.298	4.96 2.74	Upper Lower	F23
Function	10.329	.1327 .981	3.94 2.29	Upper Lower	F24
Function	21.237	0.000 1.162	5.00 2.63	Upper Lower	F 25
Function	19.321	.230 1.205	4.94 2.66	Upper Lower	F26
Function	19.914	.214 1.190	4.97 2.65	Upper Lower	27
Function	19.920	.380 1.122	4.88 2.61	Upper Lower	F28
Function	19.959	.767 .944	4.64 2.30	Upper Lower	F29
Function	18.965	.791	4.52	Upper	F30

.907

2.32

Lower

The researcher applied the t-test for two independent samples to test the significance of the difference between the means of the upper and lower group, because the calculated t-value represents the discriminatory power of the paragraph between the two groups.) with a degree of freedom (398) with a significance level of (0.05) and the results indicated that all the differences are statistically significant for all paragraphs, and Table (3) illustrates this.

B- Internal consistency of the moral consistency scale:

The internal consistency was checked by:

First: The method of the relationship of the paragraph's degree to the total degree of the scale and the degree of the field to which it belongs

Pearson Correlation Coefficient was used to extract the correlation between the degree of each paragraph of the scale and the total score of the scale as a whole and the relationship of each paragraph of the field with the total degree of the field, and the results showed that all correlation coefficients were statistically significant at the level of significance (0.05). And the degree of freedom (398), where the tabular value is (1.22), as shown in Table (4).

Table 4. *The relationship of the paragraph with the field and the total score of the moral integration scale*

Indication	Relationship to the overall degree	Relationship to the degree of the field	Paragraphthe field
Function	.359**	.395**	F1
Function	.424**	.534**	P2
Function	.392**	.431**	F3
Function	.365**	.503**	P4
Function	.422**	.562**	F5
Function	.310**	.576**	F6
Function	.582**	.608**	F7
Function	.341**	.454**	F8
Function	.417**	.660**	P9
Function	.549**	.573**	F10
Function	.354**	.493**	F11
Function	.508**	.513**	F12
Function	.537**	.652**	F13
Function	.299**	.380**	F 14
Function	.382**	.483**	F 15
Function	.549**	.578**	F 16
Function	.521**	.645**	F17
Function	.432**	.600**	F 18
Function	.445**	.555**	F19
Function	.524**	.645**	F20
Function	.474**	.557**	F21
Function	.473**	.626**	F22
Function	.441**	.523**	F23
Function	.454**	.527**	F24
Function	.422**	.626**	F 25
Function	.430**	.493**	F26
Function	.480**	.640**	F27
Function	.439**	.621**	F28
Function	.505**	.547**	F29
Function	.347**	.578**	F30

Scale stability

1- Facronbach: The stability value in this way was (0.87).

Statistical indicators of the moral integration scale

The researcher extracted some statistical indicators, as shown in Table (5) and Figure (1).

Table 5. *Statistical indicators of the moral integration scale*

124.17	Arithmetic mean
127.00	Mediator
127	mode
15.545	standard deviation
241.640	variance
742.-	skewness
301.	flatness
81	Term

Describe the moral integration scale and correct it in its final form

After completing the psychometric characteristics of the moral integration scale, which now consists of (30) items, the items are divided into two domains. Ali always, applies to me often, applies to me to some extent, applies to me rarely, never applies to me), so the highest possible score for the scale is (150) degrees, and the lowest possible score for the scale is (30), and the hypothetical mean of the integration scale Ethical (90), and appendix (1) includes the scale in its final form.

Chapter Fourth

Table 6. *To identify the moral integration of university students*

The arithmetic mean, standard deviation, hypothetical mean, and T-values for moral integration

Indication level	T value		hypothetical mean	Standard deviation	SMA	Freedom degree	Sample
	Tabular	Calculated					
Function	1,96	43.963	90	15.545	124.17	399	400

This result can be explained according to Narvaez (2008) in the Triple Ethics Theory that university students had a moral integration, and this came through the sound educational methods they received from their parents, early health care followed in the family, and mutual positive interactions with caregivers and response Narvaez, 2011: 21-22 Narvaez, and positive support for them, including the development of social-emotional systems with the practices of providing care and attention, which developed the neocortical regions in the brain responsible for moral performance.).

Conclusions

University students have a moral integration, and this represents a positive indicator.

Recommendations

Holding cultural seminars in secondary schools to shed light on moral values and its positive outcomes in order to morally integrate students with different life situations.

Suggestions

Conduct similar studies on moral integration for other groups of society (intermediate students, middle school students).

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The Ethical Inclusion Scale in its final form

Never apply to me	It doesn't apply to me	Sometimes apply to me	Mostly apply to me	Always apply to me	I make sure that my family relationships are above all considerations	1
					I invite my relatives to various social events	2
					I treat my colleagues and friends with respect	3
					I am a friendly and kind person in dealing with others	4
					I deal with my colleagues in a team spirit	5
					Use moral ideas when dealing with others	6
					I Use ethical methods to encourage others to deal with difficult situations	7
					I dedicate some of my time to solving the problems of my colleagues	8
					I Share extracurricular activities with my colleagues	9
					I treat my colleagues with kindness and courtesy	10
					I Focus on activities that increase acquaintances and friends	11
					I feel happy when I take care of my colleagues	12
					I support my colleagues when they need me	13
					I blame myself if I behave inappropriately with my colleagues	14
					Focus on increasing social ties within the university	15
					Refrain from being selfish with my colleagues	16
					I feel grateful and proud of my social relationship	17
					I see the positives of my colleagues and ignore their mistakes	18
					Human life is guided by high morals	19
					Avoid inappropriate social behaviors in the social environment	20
					Stay away from personal interest in making friends	21
					It is best to consult others in my opinion	22
					I Pay attention to and respect the privacy of others	23
					I love to advise and guide others	24
					I Empathy and love for others is the key to solving most problems	25
					I like to do my work and tasks collectively with my friends	26
					I accept moral advice and guidance with others	27
					I take the initiative to spread the spirit of tolerance with others	28
					I feel proud when I see my teammates get along	29
					I welcome the idea of getting married through university	30