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Moral Intelligence and Its Relationship to Social Responsibility and Achievement Motivation Among Jadara University Students

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Abstract. The study aimed at revealing moral intelligence and its relationship to social responsibility and achievement motivation among students at Jadara University. The random stratified sample consisted of (355) male and female students from Jadara University in Irbid. The researchers adopted the descriptive approach and used the following measures: the moral intelligence scale that they developed (Shawara, 2017); The social responsibility scale he developed (Al-Obeisat, 2017); The motivation scale of his achievement (Al-Essa, 2016). The findings showed that: 1) there is a statistically significant positive relationship between “moral intelligence” and “social responsibility and achievement motivation” among the students at Jadara University. The results also showed that there are statistically significant differences in moral intelligence and achievement motivation due to the variable, where the differences came in favor of the excellent. The results also indicated that there are statistically significant differences in moral intelligence and social responsibility attributable to the college variable, where the differences came in favor of the humanities college. The results also showed that there are statistically significant differences in achievement motivation attributable to the variable of the year of study and the differences came in favor of the fourth year.

Keywords. moral intelligence, social responsibility, achievement motivation, Jadara University

1. Introduction

Morality is one of the world's most significant humanitarian aspects since societies evolve by morality, and individuals live in a safe environment, but without them, the law of the jungle prevails, and this is one of the things that distinguish man from other living beings. Man possesses the capacity to think and create self-preservation psychological controls, regulate actions in compliance with higher moral values and expectations, and adhere to it through contact and social interaction between individuals and groups (Jeqandi, 2003). Therefore, many studies have addressed the students' ethical behavior in educational institutions, which led to the appearance of several psychological terms such as moral judgment and moral competence, and the term moral intelligence was the most prominent and inherent in the studies. In 2001, a model of moral intelligence was proposed by the American psychologist Michele Borba in her book " Building Moral Intelligence: The Seven Essential Virtues". She points out that the

environment in which individuals grow today is ethically toxic, and that enhancing the moral intelligence of individuals is the best hope to put them on the right track so that they can think and act correctly. She defines moral intelligence as the ability to understand right and wrong, and to form ethical convictions of the individual (Borba, 2002).

Moral intelligence is a set of mental capabilities that determine how to apply the principles that combine individual interests and social responsibilities. It includes two basic elements: social ethics that includes general values and principles that build a society and enhance social decisions and the personal ethics that consist of individual behavior and the special virtues espoused by the individual (Olusola & Ajayi, 2015). Beheshtifar, Esmaeli & Moghadam (2011) defined moral intelligence as the actual application of universal ethical principles in real situations to differentiate the right conduct from the wrong one. While (Clarkan, 2009) considered it as the ability to apply ethical principles of goals, values, procedures, and behaviors properly. Lennick & Kiel (2005) point out that four main principles form moral intelligence including (1) integration; is the harmony between what one believes and what he does, doing the right thing, always telling the truth, and keeping the promises. (2) Liability; is the desire to take responsibility for the actions and its results including personal responsibility, recognition of mistakes and failures, and a desire to take responsibility for others. (3) forgiveness; That promotes the principle of forgiveness and compassion, and includes: forgiveness of others' mistakes, recognition of faults, and avoiding mistakes without being rigid (4) Compassion; It includes caring for and respecting others, feeling their troubles, and caring for them. Therefore, moral intelligence is considered the essence of a person's moral life because it confers the individual the power to realize the proper moral rules that achieve his social confidence towards others. When a person understands his emotions and the others' feelings this reflects positively on his mental perceptions of his concepts, and his appreciation of them resulting in spreading peace, love, friendliness, and appreciation in one hand and discarding violence and aggression on the other hand. Moral intelligence rises the person's ability to patience, tolerance, justice and to adapt and deal with others, gives the individual moral immunity to resist temptations, teaches the individual how to think, and acts in a correct way (Borba, 2002).

Social responsibility is a moral obligation in any entity, whether a governmental, organization, or individual (Kaliski, 2001). It expresses the individual's willingness to cooperate and interact with the community through his behavior and actions, earning others' trust, and to demonstrate neutrality and integrity towards the community. In addition to enthusiasm to fulfill the needs of others (Beckwith & Huang, 2005). The concept of social responsibility is also one of the most important concepts underlying Glaser's "choice" theory for counseling and psychotherapy. Glaser believes that a person is born and has a set of organic and psychological needs, the most important of which are love, survival, belonging, strength, and freedom. To satisfy these needs, the individual experiences feelings of conflict between his need for love and belonging, and his need for freedom. And to gain the community acceptance, love, respect, and appreciation, a person must adhere to its standards, values, customs, traditions, and controls, and therefore he must abandon part of his freedom, privacy, and independence, to resolve the conflict between these two demands. Glaser clarified in his theory that responsibility indicates satisfying the individual 's needs, without depriving others of the opportunities to satisfy their personal needs (Smadi and Al-Baqawi, 2015).

Handerson (1981) pointed out that social responsibility is a personality trait, and a basic fact, manifested through the individual's harmony and originality, his duties, decisions, and individuality; Consequently, the person who is socially responsible is the person who bears responsibility towards his actions and others, as he responds positively to his various tasks and

duties. While irresponsibility means that the individual does not reckon his duties, the effects of his actions, or the needs of other individuals in general, which are considered non-response.

Thornton & Jaeger (2007) noted that social responsibility includes: commitment to democratic systems and values; The desire to work for the benefit of society and its members; Using knowledge and skills for social benefit; Appreciation and concern for different people; Personal accountability. Hence, social responsibility is indispensable, as it is a condition for the perpetuation of social life, its progress, and the progress of civilization. If the conscience and responsibility of individuals towards themselves and those around them, or their sense of social issues, do not exist, the law of the jungle will surely prevail, where there is no morality, commitment, law, or conscience, but the destruction of society and its members (Dasilva, et al., 2004). McClelland emphasized the role that the motivation of achievement plays in raising the level of individual performance and productivity in various fields and activities. As the economic and technological growth in any society is the outcome of the motivation of the society members (McClelland, 1961.)

McClelland also believes that strong achievement motivation is the result of emotions that are influential and related to achievement-related behavior; If these emotions are positive, they lead to a certain type of stimulus. That stimulates continuity, follow-up, and hence achievement; On the other hand, if these emotions are negative, they lead to avoidant behavior and escape this stimulus, which accordingly leads to hindering the achievement. McClelland assumed that there were two types of motivation for achievement, the first type was concerned with positive emotions and achieving success, and was called (hope for success), while the second type was concerned with negative emotions and avoided failure, and it was called (fear of failure) (2003, Pieper). Atkinson defines motivation for achievement as a constant willingness to personality that determines the individual's pursuit and perseverance towards a goal and achieving success that results in a degree of satisfaction in situations that include performance evaluation in light of a specific level of excellence (Petri & Govern, 2004). Atkinson believes that individuals whose motivation for achievement is low tend to choose the tasks in which the probability of their success is either very high or very low, and by choosing this their success in the easy missions is guaranteed and hence they avoid feeling a failure, shame, and remorse. When choosing difficult tasks, they do not feel shame if they fail because most people fail in such missions. While individuals who have a high achievement motivation tend to choose medium-difficult tasks because they do not need to find a reason to justify their success or failure, they are aware of their capabilities and what they can do, It was noted that the motivation for fear of failure is greater for females than for males (Hagtvet & Benson, 1997).

The significance of achievement motivation is evident in its role in developing various characteristics of the individual including the pursuit of mastery and excellence, the ability to set a goal, the ability to explore the environment, and the ability to bear positive responsibility. It also assists the individual to deal with the self, modify his behavior, and to plan properly (Petri & Govern, 2004). Mavis (2001) proposed three main components regarding achievement motivation: 1) the cognitive motivation endeavoring to satisfy the individual's needs to know and understand the matter that helps him to perform his duties more efficiently. 2) Self-direction is the individual desire for fame, reputation, and prestige. that is achieved by performing distinctively which enhances the feeling of efficiency and self-esteem. 3) The motive of belonging: it refers to the individual's desire to obtain others' contentment and to gain it the individual uses his success and achievement as a tool to obtain recognition and appreciation from those who depend on him to enhance his self-confidence.

Several studies have addressed the evaluation of moral intelligence, the practice of social responsibility, and the achievement motivations, such as Jarrah (2019) who revealed the relationship between moral intelligence and the motivation to achievement among students of Al Ain University of Science and Technology. The findings of his study showed a moderate degree in the level of moral intelligence among the participants and a statistically significant relationship between moral intelligence and the motivation to achievement among university students. The results also showed that there were statistically significant differences in moral intelligence, and motivation of achievement attributable to the variable of the educational level in favor of third-year students and that there were no statistically significant differences due to the gender variable. And the study of Nasser, Al-Khalis, and Adas (2017) aimed at identifying the degree of moral intelligence and its relationship to the ability to bear responsibility among students of the Faculty of Educational Sciences at Al-Quds University. The results indicated that the students' moral intelligence level was high, while the degree of ability to bear responsibility was moderate. Zughair and Mahdi (2016) conducted a study which showed that university students have moral intelligence and that there were differences in the level of their moral intelligence among according to the gender variable in favor of males, And Abbasi (2016) revealed that students of the open educational college enjoy moral intelligence attributable to the gender variable and that there were significant differences in moral intelligence attributable to the variable of specialization; the results also indicated a positive correlation between moral intelligence and mutual trust. A study conducted by (Farhan, Dasti & Sayeedkhan, 2015) showed a positive relationship between moral intelligence and mental health, and that the more virtues a person has, the higher the mental health level of the individual is. Momani (2015) pointed out that the level of moral intelligence among Yarmouk University students was high, and that there was a positive relationship with statistically significant between moral intelligence and adaptive behavior. The results of the study indicated that there were no statistically significant differences for moral intelligence that can be attributed to study variables (gender, academic level, Colleges, place of residence, point average). Where Mahasneh (2014) revealed a moderate level of moral competency among Hashemite University students, and the results also indicated that there were statistically significant differences in the moral competence of university students due to the academic level.

The results of the Hayajana (2011) study, which sought to measure the level of social responsibility among students of Al-Hosn University College, resulted in the fact that social responsibility towards the country and the family came with a high degree, while the responsibility towards friends, the self, the neighborhood, and society came with an average degree. Al-Shammari(2007) concluded that university students enjoy moral intelligence and that there was a positive correlation statistically significant between moral intelligence and mutual social confidence, as well as that there was no difference in moral intelligence due to the two variables type (male/female) and specialization (scientific/human). Lepper(2005) conducted a study to determine the level of internal and external motivation among students and its relationship to the level of academic achievement in the light of gender, age, race and specialization variables; The results of the study indicated that there was no effect of gender, race, or specialization on the internal motivation and level of academic achievement of students.

1.1. The study Problem

Unfortunately, Arab societies have recently experienced the spread of crimes, fraud, and manipulation which indicates the decline of the value system among individuals, as it was observed recently that most of the university students practicing some behaviors that are not

appropriate to the university environment, such as: speaking loudly In front of the classrooms, damaging university property, assaulting each other; Complacency; Indifference; Lack of attention to other people's feelings; Weak attendance, doing homework, misuse of the mobile phone, absence from lectures, failure to attend the test on time and without an acceptable excuse, increased phenomenon of cheating during exams, and failure to adhere to the university's rules and laws. The researchers believe that these behaviors are not evidence of only weak moral responsibility, social responsibility, rather, it is evidence of the weak moral and psychological structure of the individual's character in general. And since the university stage is one of the dangerous stages and turning points in the students' life, it is important to pay more attention to their psychological and social compatibility and guide them to the right path, because it affects the advancement of society. Therefore, the present study attempted to reveal moral intelligence and its relationship to social responsibility and achievement motivation among Jadara University students.

1.2. Study questions

1. What is the relationship between moral intelligence, social responsibility, and achievement motivation among university students?
2. Are there statistically significant differences ($\alpha = 0.05$) in the moral intelligence that is attributed to the variable (gender, college, and academic year) among Jadara University students?
3. Are there statistically significant differences ($\alpha = 0.05$) in the social responsibility attributable to the variable (gender, college, and academic year) among Jadara University students?
4. Are there statistically significant differences ($\alpha = 0.05$) in achievement motivation attributable to the variable (gender, college, and academic year) among Jadara University students?

1.3. The importance of studying

The importance of the current study is limited to the following points :

1. This study constitutes an addition to the research library where there is no study - according to the researchers' knowledge - that dealt with the relationship between these variables together.
2. The importance of the age stage that the study deals with, which is the university stage; university students are considered one of the most important categories of society that it depends on in building society and its future progress.
3. The study may be useful in increasing the level of cognitive awareness of social responsibility, moral intelligence, and motivation for achievement among university students.
4. The results of this study may be a reference to other studies that may be conducted in this field.

1.4. Study limitations

The study limits are as follows:

- 1 -Objective limits: The subject of this study is limited to the nature of the subject that was studied, which is moral intelligence and its relationship to social responsibility and achievement motivation.
- 2 -Spatial limits: The study is limited to students of Jadara University in the city of Irbid.

3- Temporal limits: the study was applied to a current one during the first semester of the academic year 2019/2020.

2. Method and study procedures

2.1. Study Approach

This study relied on the descriptive approach (relational and comparative). To identify the relationship between moral intelligence, social responsibility, and achievement motivation among Jadara University students. The descriptive method that is one of the scientific forms and analysis that is used to describe and quantify a specific phenomenon or problem by collecting data and codified information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (Fraenkle & Wallen, 1993).

2.2 Study population and sample

The study population consists of all the (5000) students at Jadara University students who are enrolled in the scientific and humanities colleges according to the statistics of admission and registration at Jadara University for the academic year 2019/2020. The study sample consisted of (355) male and female students who were present during the study procedures; They were chosen in a random stratification way. Table (1) shows the distribution of sample data according to the study variables.

Table 1: Frequencies and percentages by study variables

Variables	Categories	Frequency	Percentage
Gender	male	153	43.1
	female	202	56.9
College	Scientific	135	38.0
	Humanities	220	62.0
Grades	Excellent	84	23.7
	Very good	169	47.6
	Good	54	15.2
	Acceptable	48	13.5
Year of study	1	88	24.8
	2	107	30.1
	3	87	24.5
	4	73	20.6
Total		355	100.0

To verify the study questions, the researchers used the following tools- :

1- Primary data form: The researchers prepared the primary data form that contains general data, as it included: gender, year of study, college, and grades.

2- Moral Intelligence Scale: The researchers used the moral intelligence scale that was prepared by (Al-Shawawra, 2017); The scale consists of (44) items to measure moral intelligence, divided into seven dimensions: (respect, compassion, tolerance, justice, conscience, self-control, citizenship). Response to scale is done according to the 5- points Likert scale (always = 5, often = 4, sometimes = 3, rarely = 2, very rarely = 1) . The highest grade on the scale (220) and the lowest grade (44). The arithmetic mean is judged according to the following criterion: - (1.00-2.33) a low degree; (2.34-3.67) a moderate degree and (3.68-5.00) a high degree.

3- Social Responsibility Scale: The researchers used the social responsibility scale prepared by (Obaisat, 2017). The scale consists of (43) items for measuring social responsibility, divided into five dimensions: (self-responsibility, social responsibility; religious and moral responsibility; national responsibility), and a 5- points Likert scale was applied (strongly agreed - agree- neutral - disagree - Strongly disagree) to estimate the level of social responsibility the answer was as the following strongly agree (5 degrees), agree (4) neutral (3), disagree (2) and strongly disagree (1). The highest grade a person can obtain on the scale is (265), and the lowest is (53); The means for estimating the level of social responsibility are judged according to the following criterion: (3.68 - high) (3.67-2.34 - moderate) (2.33-1 - low).

4- Achievement Motivation Scale: The researchers used the achievement motivation scale prepared by (Issa, 2015) to determine the achievement motivation for the students at Jadara University. The scale consists of (38) distributed on five areas: (the field of perseverance, the field of competition; the field of self-confidence; the field of investing time; the field of desire and enjoyment), and 5- points Likert scale (always - usually - often - Rarely - never) with these s always(5), usually (4), often (3), rarely (2) and never (1) and it was reversed in the case of negative items. The highest grade that can be obtained on the scale is (190), and the lowest score is (38). The means of the level of achievement motivation are judged according to the following criterion: (1.00-2.33 -low), (2.34-3.66 - moderate), and (3.67-5.00 - high).

2.3 The reliability of the study tools

To ensure the reliability of the study tool, the test-retest method was checked by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (30) students, and then the Pearson correlation coefficient was calculated between their responses for the two periods. The consistency coefficient was also calculated using the internal consistency method according to the Cronbach alpha equation, as shown in Table (2) shows the internal consistency coefficient according to the Cronbach alpha equation. The estimated values were considered appropriate for this study.

Table 2: The consistency coefficient of the Cronbach alpha and the test-retest reliability to the domains, and the overall

Domains	Test-Retest Reliability	Internal consistency
Moral intelligence scale	0.92	0.84
Social Responsibility Scale	0.93	0.88
Achievement motivation Scale	0.89	0.86

3. Results

1)Results of the first question: "What is the relationship between moral intelligence, and social responsibility and achievement motivation among the students at Jadara University?" To answer this question, the Pearson correlation coefficient between moral intelligence and social responsibility and achievement motivation among university students was extracted as illustrated in Table (3).

Table 3: Pearson correlation coefficient on the relationship between moral intelligence, and social responsibility and achievement motivation for students at Jadara University

	Social responsibility scale	Achievement motivation scale
R value	.680(**)	.375(**)

Moral intelligence scale	sig	.000	.000
	NO.	355	355

* sig at (0.05) ** sig at (0.01)

Table (3), shows a positive and statistically significant relationship between moral intelligence on the one hand and social responsibility and achievement motivation for university students.

The researchers believe that this result verifies the fact that social responsibility represents the social values and constitutes the practical and practicing aspect of ethics. If moral intelligence refers to the level of moral growth that students have reached and the way they follow in reaching their moral judgments, that intelligence is reflected in the student's behavior and daily practice through students' understanding of their duties and bearing their responsibilities towards themselves, their university and their community, which is reflected positively on social responsibility. Here, researchers believe that a student who has a sense of responsibility will have social responsibility at the university, contribute to refining his personality, and raising his level of awareness, which leads to raising the level of achievement-motivation in Self-actualization. The researchers also see the issue of motivation for achievement in Jordanian society as the basis for economic and social development as some universities have begun holding youth training programs to develop their motivation for achievement, and to identify the factors that may contribute to shaping the pattern of motivation for achievement among students. The researchers attribute this result to the nature of society, which can be described as a conservative society that concern with the ethics and behavior of its children. Besides, the area in which the study is applied is the city of Irbid, which its community is a conservative one. The result of this question is consistent with the results of Jarrah (2019), which revealed a statistically significant relationship between moral intelligence and the motivation to achievement among university students, and results of Abbasi (2016) that found a positive correlation between moral intelligence and mutual trust, and the study of Shammari (2007) which indicated a positive correlation statistically significant between moral intelligence and mutual social confidence.

2) Results of the second question: "Are there statistically significant differences ($\alpha = 0.05$) in the moral intelligence attributable to the variable (gender, college, estimation, and academic year) among Jadara University students?"; To answer this question, means and standard deviations for moral intelligence among university students were extracted according to the variables of gender, college, academic year as indicated in Table (4).

Table 4: Means and Standard Deviations of Moral Intelligence among Jadara University Students by Type, College, and School Year Variables

		Mean	SD	NO.
Gender	male	3.99	.331	153
	female	4.02	.301	202
College	scientific	3.97	.232	135
	humanities	4.04	.353	220
Grade	excellent	4.15	.343	84
	Very good	4.02	.247	169
	good	3.96	.261	54

	acceptabl e	3.81	.399	48
Year of study	1	4.03	.310	88
	2	3.98	.285	107
	3	4.00	.327	87
	4	4.05	.343	73

Table (4) shows an apparent variation in the means and standard deviations of moral intelligence among students at Jadara university due to the difference in the categories of gender, college, and the year of study variables as shown in Table (5).

Table 5: MANOVA of the impact of gender, college, and academic year on moral intelligence of Jadara University students

Source of variance	SS	DF	MS	F value	P-value
Gender	.090	1	.090	1.044	.307
College	.266	1	.266	3.092	.080
Grade	4.528	3	1.509	17.550	.000
Year of study	.655	3	.218	2.540	.056
Error	29.756	346	.086		
Total	34.850	354			

Table (5) shows that:

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the P-value is (1.044) and with a statistical significance of (0.307).

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of the college, as the P-value is (3.092) and with a statistical significance of (0.080).

-There are statistically significant differences ($\alpha = 0.05$) due to the effect of the grade, as the P-value of (17,550) and with a statistical significance of (0,000) and to show the statistically significant differences between the means, the Post Hoc Comparisons (Scheffe) were used verbally as shown in Table (6).

Table 6: The Post Hoc Comparisons (Scheffe) to the impact of the on the moral intelligence of Jadara University students

	Mean	Excellent	Very good	Goode	Acceptable
Excellent	4.15				
Very good	4.02	.13*			
Good	3.96	.19*	.06		
Acceptable	3.81	.34*	.21*	.15	

* The significance level ($\alpha = 0.05$).

Table (6) illustrates that there are statistically significant differences ($\alpha = 0.05$) between excellent on the one hand and both very good, good and acceptable on the other hand and the differences came in favor of the excellent and that there are statistically significant differences ($\alpha = 0.05$) between very good and acceptable and the differences came in favor of very good. The researchers attribute the result of the differences in moral intelligence to the impact of gender, college or the year of studying confirming the fact that Jadara University works to develop the moral intelligence of its students by introducing mandatory courses such as the social responsibility and volunteer work that teaches four competencies, namely: responsibility, integrity, compassion, and forgiveness. This contributed to shaping the moral intelligence of university students. The researchers also attribute the non-appearance of statistically significant

differences between the s of males and females, colleges and the year of study to the fact that all students have had the same opportunities of education, upbringing, care and training, where education at this university gives the same opportunities to everyone. These results are consistent with the results of Jarrah (2019), which indicated that there were no differences in moral intelligence due to the gender variable. And with the results of Abbasi (2016) as his study results showed no differences in moral intelligence attributed to the variable of specialization, and with the results of Momani (2015) as the findings revealed that there were no statistically significant differences in moral intelligence that can be attributed to the study variables (gender, Academic level, colleges), and with the Al-Shammari (2007) study which found that there was no difference in moral intelligence due to the two variables: gender (male/female) and specialization (scientific/human).

3) Results of the third question: "Are there statistically significant differences ($\alpha = 0.05$) in the social responsibility attributable to the variable (gender, college, and academic year) among the students at Jadara University?"; To answer this question, means and standard deviations for social responsibility were extracted according to the variables of gender, college, the year of study as shown in Table (7).

Table 7: Means and SD of social responsibility among Jadara University Students by type, college, estimate, and year of study variables

		Mean	SD	No
Gender	male	3.91	.360	153
	female	4.00	.372	202
College	scientific	3.87	.351	135
	humanity	4.02	.368	220
Grade	excellent	4.00	.488	84
	Very good	3.96	.301	169
	good	3.84	.217	54
	acceptable	4.03	.448	48
Year of studying	1	3.97	.321	88
	2	3.92	.391	107
	3	3.96	.304	87
	4	4.03	.450	73

Table (7) shows an apparent variation in the mean and the standard deviations of social responsibility due to the difference in the categories of the variables of type, college, and year of study.

Table 8: MANOVA Analysis of the impact of gender, college, and year of study on social responsibility of Jadara University Students

Source of variance	SS	DF	MS	F value	P-value
Gender	.073	1	.073	.563	.454
College	1.536	1	1.536	11.881	.001
Grades	.620	3	.207	1.597	.190
Year of study	.405	3	.135	1.044	.373
Error	44.743	346	.129		

Total	48.241	354			
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Table (8) shows the following:

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the value of P is (0.563) and the statistical significance is (0.545).

-There are statistically significant differences ($\alpha = 0.05$) due to the effect of the college, where the P-value is (11.881) and with a statistical significance of (0.001) and the differences came in favor of the humanities college.

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of the estimate, as the P-value is (1.597) and with a statistical significance of (0.190).

- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of the school year, as the P-value is (1.044) and with a statistical significance of (0.373).

The researchers attribute the result of differences in social responsibility that is in favor of students of humanity colleges to the nature of the decisions in these colleges as they are concerned with the human and his behaviors and his relationship with himself and his society. It may also be attributed to the nature of the specialization they learn as it focuses on the social interactions that occur between people, which enables them to be connected with people and society by their studies and the nature of their work that requires them to deal with people directly. The researchers attribute the absence of differences of the gender variable to the awareness of Jadara University of the role and importance of both male and female alike, and the lack of prevalence of the concept of male control and this awareness is derived from the university's impact on the university's approach to directing its students to health concepts and their presentation To give both males and females equal opportunities to prove themselves and achieve their self- independency.

4) Results of the fourth question: "Are there statistically significant differences ($\alpha = 0.05$) in the achievement motivation attributable to the variable (gender, college, and academic year) among Jadara University students?" To answer this question, means and standard deviations were obtained according to the variables of gender, college, year of study as shown in Table (9).

Table 9: Mean and SD of the achievement motivation for Jadara University Students by type, college, and year of study variables

Categories		Mean	SD	No.
Gender	male	3.54	.268	153
	female	3.54	.368	202
College	scientific	3.54	.297	135
	humanity	3.54	.346	220
Grade	excellent	3.61	.473	84
	Very good	3.58	.264	169
	good	3.44	.210	54
	acceptable	3.40	.260	48
Year of study	1	3.50	.327	88
	2	3.45	.272	107
	3	3.55	.281	87
	4	3.72	.388	73

Table (9) indicates an apparent variation in means and standard deviations of achievement motivation among Jadara University students due to the difference in the categories of gender, college, and year of study variables as shown in Table (10).

Table 10: MANOVA Analysis of the impact of gender, college, and year of study on achievement motivation for Jadara University Students

Source of variance	SS	DF	MS	F value	P-value
Gender	.048	1	.048	.511	.475
College	.008	1	.008	.083	.774
Grade	2.350	3	.783	8.375	.000
Year of study	3.312	3	1.104	11.803	.000
Error	32.359	346	.094		
Total	38.046	354			

Table (10) illustrates the following results:

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the P-value is (0.511) and with a statistical significance of 0.475.

-There were no statistically significant differences ($\alpha = 0.05$) due to the effect of the college, where the P-value is (0.083) and with a statistical significance of (0.774).

-There are statistically significant differences ($\alpha = 0.05$) due to the effect of the estimate, where the P-value is(8,375) and with a statistical significance of (0,000) and to determine the statistically significant differences between the means, the Post Hoc Comparisons (Scheffe) were used verbally as shown in Table (11).

- There are statistically significant differences ($\alpha = 0.05$) due to the effect of the school year, as the value of P 11.803 and with a statistical significance of (0,000), and to determine the statistically significant differences between the means, the Post Hoc Comparisons (Scheffe) were used verbally as shown in Table (12).

Table 11: The Post Hoc Comparisons (Scheffe) to the effect of the on the achievement among students at Jadara University

Grade	Mean	Excellent	Very good	Good	Acceptable
Excellent	3.61				
Very good	3.58	.03			
Good	3.44	.17*	.15*		
Acceptable	3.40	.21*	.19*	.04	

* significance level ($\alpha = 0.05$).

Table (11) shows statistically significant differences ($\alpha = 0.05$) between “excellent” and “good, and acceptable” and the differences came in favor of excellent. It also shows that there are statistically significant differences ($\alpha = 0.05$) between “very good” and “good and acceptable” and the differences came in favor of very good.

Table (12): The Post Hoc Comparisons (Scheffe)to the effect of the school year on the achievement motivation of university students

Year of study	Mean	1	2	3	4
1	3.50				
2	3.45	.06			
3	3.55	.05	.10		
4	3.72	.21*	.27*	.17*	

* The significance level ($\alpha = 0.05$).

Table (12) indicates that there are statistically significant differences ($\alpha = 0.05$) between “the fourth year” and “the first, second and third ” and the differences came in favor of the fourth year. The researchers interpret the results of the nonappearance of statistically significant differences in the achievement motivation to the impact of the college by the fact that the colleges in Jadara University whether humanity or scientific share the same passing requirements, goals and strategies and that all its colleges require the same passing conditions to allow students to continue studying with one undergraduate program. Whoever has a GPA of fewer than 3 points receives a warning to work to raise his GPA. If he fails to do so, he is dismissed from the program. Therefore, we find that achievement motivation records a close degree in both humanity and scientific specializations.

The researchers interpret the statistically significant difference in achievement motivation attributable to the impact of GRADE on what theoretical literature referred to in this topic which confirmed the existence of a strong reciprocal relationship between motivation for achievement and the level of academic GRADE. Students with high GRADE are distinguished by a degree of objectivity and motivation, and they perform their work diligently in pursuit of an optimal level of good performance and to achieve specific goals within their societies (Ericksen, 2009). It is logical that these students possess a high level of achievement motivation. While students with low GRADE do not usually have specific goals and suffer from a low desire to exert effort and perseverance (Schunk, 2008). Hence, it can be said that it is normal to find low academic GRADE among students with low motivation compared to high GRADE among students with high motivation, and this was confirmed by Mcclenlland, where he indicated that the motivation for achievement leads to competition and excellence (Pieper, 2003.)

4. Recommendations

- 1- Inviting the Faculty of Educational Sciences at Jadara University to increase its activity in spreading a spirit of tolerance among students through its university programs.
- 2- Utilizing the electronic technologies for university students to consolidate the ethics of the university community.
- 3- Carry out similar studies on more comprehensive and wider samples.
- 4- Conducting a study to show the relationship between moral intelligence among university students and their attitudes towards the course of social responsibility and voluntary work.
- 5- Conducting a study to show parenting methods that work on developing moral intelligence, social responsibility, and achievement motivation among university students.
- 6- Conducting a study that addresses the effectiveness of group counseling to stimulate the motivation for students' achievement using e-learning.

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