

*Moral Intelligence and Its Impact on the Quality of Life
Among Students at the University of Oum El Bouaghi*
الذكاء الأخلاقي وعلاقته بجودة الحياة لدى طلبة جامعة أم البواقي

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Abstract:

This research explores the correlation between moral intelligence and the quality of life among students at the University of Oum El Bouaghi. Adopting a descriptive methodology, the study surveyed a cohort of (72) students, utilizing two specifically designed questionnaires to assess both moral intelligence and life quality. Findings from the study indicate a significant positive correlation between moral intelligence and the overall life quality of the university students.

Keywords: Moral intelligence, Quality of life, University students.

ملخص:

سعت هذه الدراسة إلى الكشف عن العلاقة بين الذكاء الأخلاقي وجودة الحياة لدى طلبة جامعة أم البواقي، واتبعت الباحثتان المنهج الوصفي حيث قدرت عينة الدراسة ب(72) طالب وطالبة، طبق عليهم استبيانين (الذكاء الأخلاقي، جودة الحياة) من إعداد الباحثتان. وتوصلت الدراسة الحالية إلى أنه توجد علاقة ارتباطية موجبة بين الذكاء الأخلاقي وجودة الحياة لدى طلاب جامعة أم البواقي.

الكلمات المفتاحية: الذكاء الأخلاقي، جودة الحياة، طلبة الجامعة.

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1. INTRODUCTION

Universities hold a pivotal role in higher education, with a mission to foster societal advancement and enrichment within their communities. Beyond the conferral of academic degrees, universities are instrumental in the holistic development of students, encompassing cognitive, psychological, and ethical dimensions. This broad educational mandate supports the cultivation of a positive mindset among students, a process integral to enhancing quality of life (Baali and Jghlouli 2018). Quality of life, in this context, is defined as an individual's overall satisfaction with life, encompassing happiness and psychological well-being, which are crucial indicators of a person's life quality.

Michele Borba suggests that psychological comfort is achieved through moral engagement. The establishment of relationships grounded in empathy, tolerance, openness, mutual respect, and fairness reflects a high level of moral intelligence. Such attributes are conducive to developing a balanced personality, ultimately leading to genuine happiness.

Despite extensive research on the determinants of quality of life and its association with various factors, the exploration of moral intelligence as a significant contributor to life satisfaction has been limited (Morsi 2011). This gap in research underscores the necessity of examining the correlation between moral intelligence and quality of life, leading to the formulation of the following research question: What is the relationship between moral intelligence and quality of life among students at the University of Oum El Bouaghi?

1.1. Hypotheses

- Main Hypothesis:

There exists a significant correlation between moral intelligence and the quality of life of students at the University of Oum El Bouaghi.

- Partial Hypotheses:

Gender-based differences in moral intelligence levels are observable among university students.

Gender-based differences in quality-of-life levels are observable among university students.

1.2. Aims of the Study

- To investigate the correlation between moral intelligence and quality of life among students at the University of Oum El Bouaghi.
- To determine whether moral intelligence levels differ significantly by gender.
- To explore whether quality of life assessments vary according to gender.

1.3. Significance of the Study

This study bridges a significant gap in Arab-centric research, focusing on the relationship between moral intelligence and quality of life. It emphasizes the crucial role of quality of life as a core aspect of mental health and its impact on the academic and personal growth of students. By highlighting the importance of moral intelligence in improving quality of life, the research advocates for educational policies and practices that foster holistic student development. This approach not only aims to enhance academic outcomes but also to cultivate ethical and empathetic individuals, contributing to a more comprehensive understanding of student well-being and development within the educational sphere.

1.4. Operational Definitions

Moral Intelligence: Defined operationally as the cumulative score obtained by students of the University of Oum El Bouaghi on a validated moral intelligence questionnaire.

Quality of Life: Measured as the total score achieved by students on a comprehensive quality

of life questionnaire, reflecting their overall well-being and satisfaction with life.

University Students: Refers to individuals enrolled in academic programs at the University of Oum El Bouaghi, having successfully completed their baccalaureate certification.

2. Literature Review

In the realm of psychological and educational research, the exploration of the interconnections between moral intelligence and quality of life has garnered significant attention. This paper draws upon a foundation laid by previous studies, each contributing insights into the complex dynamics of these variables.

Al-Mutairi (2023) embarked on a pioneering investigation to ascertain the correlation between life quality and ethical judgment among a diverse cohort of 325 students. Utilizing specialized scales for life quality and ethical judgment, the study unearthed a positive correlation between these dimensions, further revealing gender disparities that favored females in both moral intelligence and quality of life assessments.

Building on this thematic inquiry, Al-Mawdih, et al. (2021) focused on the interplay between self-efficacy and life quality within a student population. Through the administration of a comprehensive questionnaire to a sample of 120 students, their research confirmed a significant correlation between self-efficacy and life quality, notably without the gender differences observed in Al-Mutairi's study.

Valielahi et Sharbaf (2018) expanded the scope of this exploration by examining the relationship between moral and emotional intelligence and their collective impact on life satisfaction among 200 university students. Their methodological approach, involving questionnaires, illuminated a robust correlational relationship, positioning moral intelligence as a predictive factor for life satisfaction.

Echoing these themes, Morsi (2011) delved into the direct relationship between moral intelligence and life quality through a study involving 192 students. The application of two distinct scales facilitated the revelation of a direct correlation between moral intelligence and life quality, alongside gender-based differences that mirrored those found by Al-Mutairi.

The synthesis of these studies underscores a shared recognition of the critical nexus between moral intelligence and quality of life, guiding the current research in its methodological design, hypothesis formulation, and analytical framework. By integrating the findings and methodologies of these precursor studies, this research not only navigates the scholarly landscape but also enriches it, offering nuanced understandings of how moral intelligence intersects with, and influences, quality of life across different demographic segments. This coherent integration of previous research findings provides a robust platform for the present study, ensuring its alignment with academic standards and contributing to the broader discourse on moral intelligence and life quality within the educational and psychological sciences.

3. Procedures of the Study

3.1. Research Methodology

The researchers adopted a descriptive correlational approach, deemed most suitable for addressing the study's problem.

3.1.1. Sample

Table 1. Distribution of the Study Sample by Gender

Gender	Number	Percentage
Male	25	35%
Female	47	65%
Total	72	100%

Source: Compiled by the researchers using SPSS Version 27

This table illustrates the gender composition of the study sample, consisting of 72 participants. Females represented a larger proportion of the sample, making up 65% (47 participants), whereas males constituted 35% (25 participants). This distribution provided a basis for examining potential gender-based differences in moral intelligence and quality of life among university students. The use of SPSS Version 27 facilitated the statistical analysis, ensuring rigorous data processing and interpretation in line with the study's descriptive correlational methodology.

3.2. Study Instruments

In this study, data collection was facilitated through two instruments developed by the researchers. The first, a Moral Intelligence Questionnaire, contains 34 items spread over five dimensions: Empathy and Compassion (11 items), Conscience and Self-Regulation (7 items), Respect (6 items), Tolerance (4 items), and Justice (6 items). The second instrument, a Quality-of-Life Questionnaire, comprises 42 items allocated across three dimensions: Social Relationships (14 items), Academic Success (15 items), and Family Relationships (13 items). These instruments were specifically designed to explore the intricate aspects of moral intelligence and quality of life among university students, ensuring a comprehensive and nuanced examination of these vital constructs.

3.2.1 Moral Intelligence Questionnaire

The table (Table 2) describes the distribution of items across the five dimensions within the Moral Intelligence Questionnaire used in the study.

Table 2: Distribution of Items Across the Dimensions of the Moral Intelligence Questionnaire

Dimensions	Number of Items
Empathy and Compassion	11
Conscience and Self-Regulation	7
Respect	6
Tolerance	4
Justice	6

Source: Developed by the researchers.

This instrument reflects a comprehensive approach to measuring moral intelligence, encapsulating a broad spectrum of ethical behaviors and dispositions. The questionnaire's design, based on these five dimensions—empathy and compassion, conscience and self-regulation, respect, tolerance, and justice—aims to provide a nuanced assessment of the moral intelligence construct as it pertains to the study's population. Each dimension is represented by a specific set of items intended to gauge various aspects of moral reasoning, decision-making, and behavior, thereby facilitating a detailed analysis of the participants' moral intelligence levels.

– Psychometric Properties of the Moral Intelligence Questionnaire

- **Validity:** The validity of the data collection tool is ensured by calculating the internal

consistency of the Moral Intelligence Questionnaire across its five dimensions, as delineated in Table 3.

Table 3. Internal Consistency Validity of the Moral Intelligence Questionnaire

Moral Intelligence Dimensions	Number of Statements	Correlation Coefficients	Significance Level
Empathy and Compassion	11	0.817**	0.01
Conscience and Self-Regulation	7	0.786**	0.01
Respect	6	0.809**	0.01
Tolerance	4	0.771**	0.01
Justice	6	0.731**	0.01

Source: Prepared by the researchers using SPSS Version 27.

Analysis of Table (3) demonstrates substantial Pearson correlation coefficients across all dimensions of the Moral Intelligence Questionnaire, signifying notable internal consistency. The dimension of Justice recorded the lowest coefficient (0.731) with a statistical significance of $p < 0.01$, whereas Empathy and Compassion exhibited the highest coefficient (0.817), also significant at $p < 0.01$. These results affirm the questionnaire's validity, confirming its capacity to accurately measure the constructs for which it was devised.

- **Reliability**

Table (4) showcases the reliability analysis of the Moral Intelligence Questionnaire, where a Cronbach's Alpha coefficient of 0.794 is reported for the questionnaire's 34 items. This analysis, conducted with SPSS Version 27, indicates a commendable level of reliability, suggesting that the questionnaire consistently measures the constructs of moral intelligence. The coefficient underscores the instrument's methodological soundness, reinforcing its suitability for evaluating moral intelligence with a high degree of internal consistency.

Table 4. Reliability of the Moral Intelligence Questionnaire

Number of Items	Cronbach's Alpha Coefficient
34	0.794

Source: Prepared by the researchers using SPSS Version 27.

3.2.2 Quality of Life Questionnaire

The table (Table.5) describes the distribution of items across the three dimensions within the Quality-of-Life Questionnaire.

Table 5. Distribution of Items Across the Quality-of-Life Questionnaire Dimensions

Dimensions	Number of Items
Social Relationships	14
Academic Success	15
Family Relationships	13

Source: Prepared by the researchers.

Designed by the study's authors, the Quality-of-Life Questionnaire encompasses 42 items,

systematically categorized into three dimensions to assess varied aspects of life quality. As outlined in Table (5), these dimensions include Social Relationships (14 items), Academic Success (15 items), and Family Relationships (13 items), ensuring a comprehensive evaluation of factors contributing to the quality of life among participants.

– Psychometric Properties of the Quality-of-Life Scale

• Validity:

The psychometric evaluation of the Quality-of-Life Questionnaire's validity involved assessing the internal consistency across its dimensions, as detailed in Table (6).

Table 6. Internal Consistency Validity of the Quality-of-Life Questionnaire

Quality-of-Life Dimensions	Number of Statements	Correlation Coefficients	Significance Level
Social Relationships	14	0.837**	0.01
Academic Success	15	0.886**	0.01
Family Relationships	13	0.768**	0.01

Source:
Prepared by the researchers using SPSS Version 27.

The analysis revealed Pearson correlation coefficients indicating robust internal consistency within the questionnaire's three dimensions: Social Relationships, Academic Success, and Family Relationships. Notably, the Academic Success dimension exhibited the highest correlation coefficient (0.886), whereas Family Relationships had the lowest (0.768), with all coefficients achieving statistical significance at the 0.01 level. Conducted using SPSS Version 27, these findings affirm the questionnaire's capability to accurately and reliably measure the quality of life, underscoring its validity for the study's purposes.

• Reliability

The Reliability of the Quality-of-Life Questionnaire, as indicated by a Cronbach's Alpha coefficient of 0.821 (Table 7), denotes a commendable level of internal consistency across its 42 items, as analyzed using SPSS Version 27.

Table 7. Reliability of the Quality-of-Life Questionnaire

Number of Items	Cronbach's Alpha Coefficient
42	0.821

Source: Prepared by the researchers using SPSS Version 27

This scale underscores the instrument's robustness and the reliability of its constructs for measuring aspects of quality of life. A coefficient exceeding 0.8 is indicative of a highly reliable tool, essential for the validity of research findings. Consequently, this evidence of reliability enhances the questionnaire's utility in academic research, providing a sound basis for the collection of consistent and dependable data on quality-of-life metrics.

4. Results and Discussion

This paper aimed to elucidate the connections between moral intelligence and quality of life among students at the University of Oum El Bouaghi, with a particular focus on gender differences. Through rigorous statistical analysis, including Pearson's correlation coefficient and T-tests, the investigation provided nuanced insights into these relationships.

4.1. Main Hypothesis: Correlation between Moral Intelligence and Quality of Life

The investigation into the relationship between moral intelligence and quality of life among students at the University of Oum El Bouaghi yielded notable findings. Through Pearson correlation analysis, as depicted in Table (8), a significant positive correlation was observed between these variables, with a coefficient of 0.614 ($p < 0.001$). This robust correlation underscores the theoretical interconnection between the constructs of moral intelligence and quality of life.

Table 8. Reliability of the Quality-of-Life Questionnaire

Variables	Correlation Coefficient (R)	Significance (Sig)
Moral Intelligence - Quality of Life	0.614**	0.001

Source: Prepared by the researchers using SPSS Version 27

The essence of moral intelligence, as reflected in the ability to forge social personal relationships, empathize with others, and share in their experiences, appears to be a critical determinant of quality of life. This study's results illuminate the positive direct relationship between moral intelligence and quality of life, suggesting that the constructs are not only interrelated but that moral intelligence may play a pivotal role in enhancing an individual's life satisfaction and happiness.

Quality of life is fundamentally characterized by an individual's subjective well-being, encompassing life satisfaction and a sense of happiness. The data suggest that these aspects of quality of life are intricately linked to the principles of moral intelligence. It posits the question of how individuals can achieve a state of happiness and satisfaction while deviating from ethical and moral standards, highlighting the importance of adhering to moral virtues.

Further, the study draws on the premise that moral intelligence encompasses virtues that have been emphasized in religious teachings, suggesting a foundational link between moral behavior and quality of life. For instance, justice, empathy, and self-regulation are highlighted as virtues that not only contribute to personal satisfaction but also to societal harmony and well-being.

This study aligns with previous research findings (Al-Mutairi, 2023; Valielahi et al., 2018; Morsi, 2011) that underscore the significance of moral intelligence in fostering a high quality of life.

4.2. Hypothesis 2: Gender Differences in Moral Intelligence

Hypothesis 2: There exist differences in moral intelligence levels among university students based on gender.

To examine the validity of Hypothesis 2, a t-test was conducted to assess the significance of differences in moral intelligence levels between genders, as shown in table (9) below:

Table 9. Differences in Moral Intelligence Scores by Gender

Gender	Mean Score	Standard Deviation	T-Value	Sig
Male	131.1200	21.11342	2.704	0.009
Female	142.7021	14.93743		

Source: Prepared by the researchers using SPSS Version 27

The data from Table 9 indicate significant differences in the average scores of moral intelligences, with females scoring an average of 142.7021 (SD = 14.93743) and males scoring an

average of 131.1200 (SD = 21.11342). To determine the statistical significance of these differences, the researchers employed an independent samples t-test for the two groups (male/female), yielding a t-value of 2.704. This value is statistically significant, as the associated significance level (Sig.) is 0.009, which is less than the conventional alpha level of 0.05. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis, indicating significant differences in moral intelligence levels between male and female university students, with females showing higher levels.

This difference could be attributed to inherent and socialization factors that predispose females to exhibit higher levels of empathy, respect, and forgiveness. These attributes are critically important as women often hold key roles in nurturing and shaping societal values, emphasizing the importance of moral education in developing a conscience, fostering forgiveness, and encouraging empathy among the next generation. The findings of this study are in agreement with the results of previous research by Morsi (2011) and Al-Mutairi (2023), which also observed gender differences in moral intelligence. This consistency across studies highlights the significance of incorporating these values into educational practices and societal norms to cultivate a morally intelligent community.

4.3. Hypothesis 3: Gender Differences in Quality of Life

Hypothesis 3 posited that differences exist in the quality of life among university students, attributable to gender (male vs. female). To explore this hypothesis, the study utilized a t-test to assess differences in quality-of-life scores between male and female students.

Table 10. Differences in Moral Intelligence Scores by Gender

Gender	Mean Score	Standard Deviation	T-Value	Sig
Male	142.8400	20.60679	3.639	0.001
Female	158.8723	16.13882		

Source: Prepared by the researchers using SPSS Version 27

The analysis of the data presented in Table 10 reveals significant disparities in the quality-of-life scores between genders. Females reported a higher mean score of 158.8723 (SD = 16.13882), compared to males, who had a mean score of 142.8400 (SD = 20.60679). The statistical significance of these differences was confirmed through the application of an independent samples t-test, yielding a t-value of 3.639. This result is statistically significant, with a Sig. value of 0.001, well below the accepted alpha level of 0.05, thereby supporting the alternative hypothesis and refuting the null hypothesis. This finding suggests the presence of meaningful gender-based differences in the quality of life among university students, with females exhibiting higher quality of life scores than males.

This result is consistent with the findings from studies conducted by Al-Mutairi (2023) and Morsi (2011), which also identified gender as a significant factor influencing quality of life. Conversely, it contrasts with the findings of Al-Mawdih et al. (2021), highlighting the potential variability in how gender impacts quality of life perceptions across different study populations and contexts. The divergence in findings underscores the need for further research to elucidate the underlying factors contributing to these gender-based differences in quality of life. A deeper understanding of these dynamics is crucial for developing targeted strategies aimed at improving the well-being of all students, irrespective of gender, and ensuring equitable experiences in university settings.

5. CONCLUSION

The results of this investigation elucidate a significant correlation between moral intelligence and improved quality of life among university students, notably with a gender disparity that benefits females. These findings not only enhance the scholarly dialogue concerning moral intelligence and individual well-being but also highlight the critical need for gender considerations within this research area. In light of these findings, the study puts forth several recommendations:

1. Emphasize the importance of moral intelligence as a fundamental contributor to both individual and collective well-being, highlighting its role in determining the quality of life. This involves recognizing moral intelligence not just as an academic concept but as a practical attribute that enhances life quality.
2. Develop and implement specialized guidance programs for university students that focus on improving quality of life through the enhancement of moral intelligence. Such programs should aim to integrate moral intelligence as a central theme, addressing its impact on various aspects of student life.
3. Broaden the scope of research to further investigate the connections between moral intelligence and other indicators of positive life outcomes, including happiness, optimism, and life satisfaction. This expansion should encompass a wide range of demographic groups to understand the universal and specific impacts of moral intelligence across diverse populations.
4. Incorporate the cultivation of moral intelligence into the educational syllabi at all levels of student development. This integration should seek to nurture ethical consciousness and personal growth, ensuring that students are equipped with the moral competencies necessary for navigating the complexities of modern society.

By adhering to these recommendations, educational institutions and researchers can better support the development of morally intelligent individuals who are capable of contributing positively to their communities and achieving a higher quality of life.

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