Citation:
Role of Moral Intelligence in Predicting Job Performance of Female


ABSTRACT
The objective of this study was to determine the role of moral intelligence in predicting job performance among female. The method was descriptive followed by a correlational-predictive design. The statistical population included 353 female teachers. The multistage the cluster sampling was used and 184 questionnaires were distributed. The data collection tools were the Lenik and Kill Moral Intelligence Scale (2005), and the Paterson Job Performance Questionnaire. The results of the stepwise regression analysis showed that acting based on the principles and taking the responsibility to serve others together predicted 0.16 of the variance in job performance among the female teachers.

Keywords: Moral Intelligence, Job Performance,

Introduction
Teachers have been known as the most effective and significant factors in education, and are expected to assume responsibility for their job performance, educational progress of students, and purposive activities within the organization (Bauldauf & Craven, 2002). Performance refers here to efficiency and effectiveness in accomplishment of assigned tasks together with a number of personal factors such as accident, work delayed attendance, absence and dullness at work. These data are considered suitable standards for performance evaluation (Stephen P. Robbins & Didway, J. D., 2005). Job performance is the efficiency degree that is obtained by an employed individual in a service or manufacturing organization. Job performance is a combined structure based on which successful personnel are identified within a series of behaviors. Therefore, it is deemed a multiple and wide standard where well-defined behaviors are used for expression (Tabibnezhad, 2003). Most of scholars have conducted their studies on teachers in order to identify the factors effective on their job performance (Goolsby et al., 1992). One of the effective factors on performance of teachers is moral intelligence. The main indicator of advancement and promotion of organizations, actually, is to observe ethics fundamentals (Abtahi Cyrus, 2007). Moral intelligence points out a human cognitive capacity for association of human universal principles with human values, goals, and activities (Petti J, Charles, 2008). Moral intelligence makes attempt to organize dynamic and sustainable principles, and recognize the person’s activity in an environment (Belohlavek, 2007). This type of intelligence represents a person’s enthusiasm and capability to place the standards superior to his/her interests and even issues like effectiveness within the core of individual reactions (Beheshtifard & Nekouei Moghaddam, 2011). Enjoying high moral intelligence, teachers may make position of schools secure via improvement and optimization of schools’ current performances. On the other side, by promotion of their intelligence, teachers may conduct more effective behaviors in their communication with other teachers as well as students (Eskandari, Eskandari, Beikzadeh, Korbache, 2012). Moral
intelligence possesses four principles including field work (i.e. to create a coordination between what we believe and act and to act and express always the right), responsibility (i.e. a man of high moral intelligence feels responsible to his acts and relevant consequences and accepts his wrong deeds and failures), compassion (i.e. pay attention to others within an interaction), and forgiveness (i.e. being aware of the faults and mistakes of the him/herself and others, and feeling a sense of forgiveness to them). All these factors are key to success for the Ministry of Education as well as the teacher (Broba, 2005). Accordingly, the physical, spiritual, intellectual and job health of teachers is significant to social welfare and development. In this connection, the present research attempts to answer the question of “Is moral intelligence able to predict significantly the job performance of high school second grade female teachers of District 2 of the Iranian city of Zahedan?”

Research literature

John Locke (1632-1704) was the first environmentalist who expressed that children are inherently neither good nor bad. The child’s mind is initially a white blank tablet (tabula rasa) on which all data that are added to this later have been already formed by one's sensory experiences. Following Locke, Jean-Jacques Rousseau (1712-1771), a naturalist, maintained “everything from the Creator of the universe is good, but it becomes bad when it is reached by human beings”. He believed that human being is trained by three teachers, i.e., nature, objects, and other people. Education realizes when these three go together with each other. Subsequent to the aforesaid theories, other ones have been proposed later including action-oriented theories, Freud's psychosexual theory, Erikson's psycho-social theory, Kohlberg’s theory of moral development, and finally Jean Piaget's cognitive development theory. Lawrence Kohlberg introduced ethics as a key factor to human psycho-cognitive development. Kohlberg’s theory takes individual judgement and argument into consideration more within the moral setting. He puts that prior to any decision making and moral conduct, everyone should analyze the matter and see what is correct and what is incorrect in terms of ethics. According to the academic staff of Esfahan University of Medical Sciences, there is a significant and positive relationship between components of moral intelligence in educational and non-educational managers and team leadership, and there are difference moral intelligence scores in educational managers in terms of years of experience (Mokhtaripour & Siadat, 2009; quoted by Esmaeili Tarzi, 2012). Age, education, and religious attitude affect significantly the moral judgment of the respondents (Wimalasiri, JS. 2001). Also, moral intelligence leaves a strong impact on the financial performance of organizations. Behavior of managers is mostly affected by moral values. Accordingly, judgment of people on correctness and incorrectness of actions affects their work quality and quantity (Turner, N., & Barling, J., 2002). The results of moral competency inventory (MCI), as a basis for evaluation of moral intelligence, are represented to go in accordance with moral values (Daniel E. & Martin, 2008).

Material and Method

This is a descriptive study which used a predictive correlational method. The statistical population of the research comprised 353 high school female teachers in Zahedan. The current
study adopted a multistage cluster sampling technique in a way that first, eight schools were selected out of all high schools in the second district of the abovesaid Iranian city; then, 23 teachers were simple randomly (draw) selected from each high school where finally 184 questionnaires were handed out to the teachers. Also, the Cochran's formula was used to have the sample size determined.

**Data collection**
In order to collect the data, Lennick and Kiel Moral Intelligence Questionnaire (2005) and Paterson Job Performance Questionnaire were used.

**Moral Intelligence Questionnaire**
Moral intelligence questionnaire refers to the ability of rule-based usage of universal moral principles in ethics, goals, and interactions of a person. Possessing 40 questions, this questionnaire aims at investigation of various dimensions of emotional intelligence (act in line with principles, values, beliefs, and honesty), insistence for the right (stand for truth), fidelity, accept responsibility for personal decision makings, acknowledgement of mistakes and failures, accept responsibility for serving others, and actively being interested in others (self-sacrificing for others, ability to forgive mistakes of the self and others). The scoring method of the aforesaid questionnaire was based on the 5-degree Likert scale (including never = 1, rarely = 2, sometimes = 3, in most cases = 4, & in all cases = 5). The validity and reliability of the questionnaire were already confirmed by Arasteh et al. (2010) reporting for it an acceptable Cronbach’s Alpha values.

**Job Performance Questionnaire**
This type of questionnaire was primarily developed by Paterson and translated into Persian by Shekarkan & Arshadi in Iran in 1990. The questionnaire has 15 questions and measures performance of personnel in terms of their job and organizational performance (Saatchi, 1990). This questionnaire has multiple choice question with options of "very weak (rarely)"","poor (sometimes)""," good (mostly)"", and "excellent (always)" with scores of 0, 1, 2, and 3 for each, respectively. Accordingly, the score of every subject ranges between 0 and 45. In order to evaluate the reliability of this questionnaire, Salehi (2002-2003) used two methods of Cronbach’s Alpha and split-half. In this connection, the presented table demonstrated values of 0.86 and 0.87 for Cronbach's alpha reliability coefficient and split-half technique, respectively. The reliability coefficient of 0.01 is known significant implying an appropriate value and reliability (Saatchi, 1990). It is worth noting that Baradideh, for calculation of the questionnaire’s reliability coefficient, obtained α = 0.87 as the appropriate reliability value following a primary test on 30 research participants.

**Research Findings**
The data analysis was carried out at two descriptive and inferential levels at which the first used mean, standard deviation, frequency and percentage, while in latter, Pearson correlation test and regression analysis were conducted in order to examine the relationship between the variables.
Table 1 Frequency and percentage of subjects based on gender

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>184</td>
<td>Female</td>
</tr>
</tbody>
</table>

Table 2 Frequency and percentage of subjects based on education

<table>
<thead>
<tr>
<th>Percent</th>
<th>Frequency</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>33/15</td>
<td>61</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>33/15</td>
<td>61</td>
<td>Bachelor</td>
</tr>
<tr>
<td>33/69</td>
<td>62</td>
<td>MA</td>
</tr>
<tr>
<td>100</td>
<td>184</td>
<td>Total</td>
</tr>
</tbody>
</table>

Research main question
Is moral intelligence able to predict significantly the job performance of female teachers in Zahedan-based high schools?

Table 3 Results of correlation matrix of moral intelligence and psychological hardiness and job performance of female teachers

<table>
<thead>
<tr>
<th>Job performance</th>
<th>Predictor variables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Act based on principles, values and beliefs</td>
</tr>
<tr>
<td></td>
<td>Veracity</td>
</tr>
<tr>
<td></td>
<td>Perseverance and persistence to right (standing for truth)</td>
</tr>
<tr>
<td></td>
<td>Promise Kept</td>
</tr>
<tr>
<td></td>
<td>Responsibility for personal decisions</td>
</tr>
<tr>
<td></td>
<td>The admission of mistakes and failures</td>
</tr>
<tr>
<td></td>
<td>Responsibility to serve others</td>
</tr>
<tr>
<td></td>
<td>Actively interested in the others (the importance of self to others)</td>
</tr>
<tr>
<td></td>
<td>The ability to forgive their mistakes</td>
</tr>
<tr>
<td></td>
<td>The ability to forgive the mistakes of others</td>
</tr>
</tbody>
</table>

*Correlated (05 / 0≥ p) is significant. ** Correlated (01 / 0≥p) is significant

As is demonstrated in table 3, there is a significant and positive relationship (0.99) between job performance of teachers and different dimensions of moral intelligence including act in line with principles, values and beliefs (r = 0.35), and accept the responsibility to serve the others (r = 0.30).

Table 4 Results of stepwise regression on prediction of job performance of teachers via dimensions of moral intelligence

<table>
<thead>
<tr>
<th>Sig</th>
<th>t</th>
<th>β</th>
<th>B</th>
<th>F</th>
<th>Adjusted R Square</th>
<th>R²</th>
<th>R</th>
<th>Variable</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/00</td>
<td>4/83</td>
<td>0/35</td>
<td>0/15</td>
<td>14/66</td>
<td>0/12</td>
<td>0/35</td>
<td>Act based on principles, values and beliefs</td>
<td>step one</td>
<td></td>
</tr>
<tr>
<td>0/00</td>
<td>3/92</td>
<td>0/30</td>
<td>0/15</td>
<td>15/98</td>
<td>0/16</td>
<td>0/16</td>
<td>Act based on principles, values and beliefs responsibility to serve others</td>
<td>The second step</td>
<td></td>
</tr>
<tr>
<td>0/00</td>
<td>3/72</td>
<td>0/29</td>
<td>0/17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table 4, the results of stepwise regression on prediction of job performance of teachers indicated that in the first step, the component of act in line with principles, values and beliefs, and in the second step, going based on principles, values and beliefs together with feeling responsible to serve the others held respectively 0.12 and 0.16 of predicting the variance of job performance of the high school second grade female teachers in district 2 of Zahedan.
Discussion and Conclusion

Human education is always known as one of the purposes of organizations in which ministry of education is a fundamental entity. To realize this, investigation of performance of teachers is a key measure to take which may play the role of a standard for success or failure of educational programs (Tabe Bordbar, Kazemi, & Ranjbaran, 2010). The results of stepwise and simultaneous regressions in answering the abovesaid research question revealed that in the first step, the component of act in line with principles, values and beliefs, and in the second step, going based on principles, values and beliefs together with feeling responsible to serve the others held respectively 0.12 and 0.16 of predicting the job performance variance of the aforesaid teachers. In line with this, a study by Avey, et al. (2008) unveiled that there is a significant and positive correlation between optimism and job performance, i.e. these people are dependent to and interested more in their jobs and do their duties better. Lennick & Kiel (2005) showed in a research that moral intelligence is an effective factor on success in business. Najfian (2011) proved in a study that there is no significant relationship between moral intelligence of personnel and their occupational involvement, whilst among the moral intelligence components, there is a direct and significant relationship only between compassion degree of personnel and their occupational involvement (quoted by Shahabad & Rezaei, 2013). According to formerly conducted studies, moral intelligence is able to affect the performance and success of organizations given and within the aforesaid situations (Baling R., 2012; quoted by Rabiei).

References

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