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The Relationship between Moral Intelligence with Organizational Development

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Abstract

This study was conducted to determine the relationship between moral intelligence with organizational development among teachers of Khorramabad. The research method is descriptive and correlational. The population under study was about 635 teachers. The sample size was determined based on the sample of 245 subjects who were selected through stratified random sampling method. Data analysis showed that between moral intelligence and organizational development and its components, namely integrity, responsibility, compassion and forgiveness there is a significant relationship with organizational development. In addition, part of the findings showed that only 13% of the variance organizational development through moral intelligence can be explained.

Key words: moral intelligence, organizational development, teacher

Introduction:

Tirri (2013) argues that human beings to each specific problem, related to the problems are more useful intelligence. Until recently, psychologists answer to the question of what factors can largely predict individual success and happiness, no. After much research it was found that the ability to sense a person, his mental abilities is not only important, but also played a significant role in the success, work, relationships with others and even his physical health (Langlois & Lapointe, 2014). In recent decades, moral intelligence of the issues that the management, organization and training are taken into consideration. Moral intelligence refers to the fact that we intrinsic, moral or immoral, do not born, but we will learn how to be good. Learning to be good, including communication, feedback and socialization and learning which is never exhaustible. Create and maintain the most important and most difficult task of

parents (Lennick & Kiel, 2011). Organizational scholars have concluded that only manage to direct the organization is not enough. But if people behave properly in order to lead organizational goals, your goals will certainly Organization (Zarei & Shokri Afshar, 2015). In this study, we tried to moral intelligence and its components evaluated teachers be read with organizational development.

Theoretical basis of research:

Organizational development

Given the fundamental aspects of human development organization, an organization that is considered as a social system. The definition of organizational development for the betterment of the organization to do what is said to be practiced. Organizational development is a growing area of research, development and change. As a result, some of the theories and concepts that are developed in the womb affect a number of organizational development approach, which arise (Maxwell & Asumeng, 2015). Although organizational development, a relatively new scientific endeavor that has emerged in the years after the Second World War and still a lot of features not seen the full agreement, But overall objectives and it can be considered a (Coghlan & Brannick, 2014):

- Raise the level of trust and support members of each organization
- Raise the frequency to deal with organizational difficulties, both within groups and between groups.
- Creating an environment in which the authority of the official role with the authority of knowledge and personal skills are enhanced.
- Enhance the openness and openness of relationships, horizontal, vertical or lateral corner to corner.
- Raise the level of enthusiasm and personal fulfilment in the organization.

Moral intelligence

Intelligence is one of the issues that are of interest to psychologists tried it during the history of psychology is that the nature of intelligence, its variety, its variability are examined. When speaking about intelligence, fast learning features such as high-precision calculations and immediate new solution comes to mind (Clarken, 2003). According to the description of the terms listed psychologists intelligence from the perspective of the definition of intelligence, there is no consensus among psychologists. In the scientific literature, as a general concept of universal intelligence that is associated with the ability to understand, defined. This concept, generally related to the ability of learning and thinking, and often is used to describe the application of skills and events. According to the definition common in psychology, moral development is a process of achieving a sense of justice in relation to the other, right or wrong of this matter, and how individual behaviour of each of these matters. In this definition, as psychologists such as Piaget (1965) and Kohlberg (1986) say, moral development means a change in the reasoning in moral matters, their attitude toward breaking the law, and their behaviour when faced with moral issues (Lennick & Kiel, 2013). Those psychologists who believe in evolution stage in human development approaches have raised moral development. Moral intelligence as well as the ability to use universal moral principles in ethics, objectives and communications of a person on the rule.

One interpretation of this definition, it is ethics as a priority, which means that people have a natural tendency to operate with integrity, responsibility, compassion and forgiveness are. Moral intelligence is his deep belief that all thoughts and actions directed person values and ethical decision-making process conditioned by demographic factors such as gender, race, nationality or religious activity is not ((Lennick & Kiel, 2012).

The findings of the research conducted by Langlois & Lapointe (2014) showed that ethics powerful effect in support of the French-speaking identity and cultural survival and their language is. In addition, work experience and experience of managers on moral judgment affects schools as the new administrator, the ethics of justice and fair use, but older managers which contains an ethic of care and ethics is critical to use. There are differences by sex in the field of educational leadership defensive behavior, as the men to women ratio were more likely to defensive behavior. The age of the elderly than the young graduates provide further reflection behavior.

In their study Zank and Shakoor (2013) have shown that the teacher's role in the implementation of programs related to the development of moral education in the students for their professional development is essential.

Manalak (2011) in their study about the "nature of leadership in organizations" came to the conclusion that the principles and moral values, along with being honest leader, higher performance across sales, profits and retain people, reputation and customer satisfaction Creates. In other words, a high impact on the productivity of the organization.

Research methodology:

The population, sample and sampling

The research method is descriptive and correlational. The population under study was about 635 teachers. The sample size was determined based on the sample of 245 subjects who were selected through stratified random sampling method**.**

Research tools:

Data collection instrument was a questionnaire. The questionnaire used in this study included two questionnaires moral intelligence and organizational development employees. Moral intelligence questionnaire by Lennick, & Kiel (2005), which consists of 40 questions of the questionnaire consists of four elements which component integrity, accountability component, the component of compassion and forgiveness component is measured. Organizational development questionnaire developed by the researchers that developed the Likert method and has twenty questions. Its components include openness, trust each other, feedback from inside and outside, collaborate with others, and low layers of the structure. The validity was confirmed by experts and its reliability by Cronbach's alpha.

The Analysis of Data:

The analysis of data have been used by descriptive statistics and inferential statistics such as regression by considering a confidence factor of 95%.

Research findings:

In this research population of teachers included of 69 percent women and 31 percent men. A record 1.15 percent between 1 and 5 years, 3.4% between 6 and 10 years, 5.6% between 11 and 15 years, 28.3% between 16 and 20 years and between 21 and 7.45 percent 30 years of service in their education. 2.2 percent have an associate degree, a bachelor 9.73 and 9.23 percent have postgraduate percent and higher.

The main hypothesis: the relationship between moral intelligence and organizational development education teachers there.

Table 1-The results of the regression analysis for the main hypothesis

(sig)	**F**	**R^2**	**R**
0.001	36.73	0.131	0.362

sig	**t**	**standard coefficients**	**Nonstandard coefficients**		**Independent variables**	**The dependent variable**
		Beta	**The standard**	**B**		
0.001	8.16	-	0.282	2.3	**coefficient**	**Growth**
0.001	6.6	0.362	0.078	0.475	**Moral Intelligence**	

The results of simple regression analysis demonstrated that moral intelligence and organizational development education teachers is a significant relationship (P=0.001, R=0.362) there. Therefore, assuming H0 is rejected and H1 accepted. The coefficient of determination indicates that only 13 percent of the variance in organizational development moral intelligence can be explained by teachers (R^2= 0.131). The F test indicates that there is a linear relationship between two variables that use regression analysis confirms. The significance level (sig) t test for less than 5 percent is variable moral intelligence. Therefore, we can say that moral intelligence had a significant influence on organizational development so that the direct effect is the more moral intelligence is more geared organizational development.
The beta also shows that the size of one standard deviation change in the variable moral intelligence, 0.362 Change in variable organizational development will be created.

First hypothesis: between honesty and organizational development education teachers there is a significant relationship.

Table 2-The results of the regression analysis for the first hypothesis

(sig)	**F**	**R^2**		**R**
0.001	28.38	0.105		0.323

sig	**t**	**Standard Coefficients**	**Non-standardized coefficients**		**Independent variables**	**The dependent variable**
		Beta	**Standard error**	**B**		
0.001	13.46	-	0.214	2.88	**(Constant)**	**Growth**

0.001	5.32	0.323	0.059	0.314	**Honesty**	

The results show that among the components of integrity and organizational development education teachers is a significant relationship (P=0.001, R=0.323) there. Therefore, assuming H0 is rejected and H1 accepted. The coefficient of determination is telling that only 10% of the variance in organizational development teachers can be explained by the variable Integrity (R^2=0.105). The significance level (sig) Fisher (f) less than 5%, so the model is significant. In addition to this significant level (sig) t test for honesty variable less than 5%. So we can say that honesty had a significant influence on organizational development so that the effect is direct and organizational development as well as be more honest more is. The beta also shows that the size of one standard deviation change in the variable integrity, 0.323 Change in variable organizational development for teachers is created.

The second hypothesis: between responsibility and organizational development education teachers there is a significant relationship.

Table 3-The results of the regression analysis for the second hypothesis

(sig)		**F**		**R^2**		**R**
0.001		23.19		0.087		0.296
Sig	**t**	**standardized coefficients**	**Non-standardized coefficients**		**Independent variables**	**The dependent variable**
		Beta	**Error**	**B**		
0.001	11.75		0.242	2.85	**(Constant)**	**Growth**
0.001	4.81	0.295	0.065	0.315	**Accountability**	

As the information in the table (4-8) is evident among the components accountability and organizational development education teachers is a significant relationship there. So reject the null hypothesis H0 and H1 research hypothesis is accepted. The coefficient of determination is telling that only 8% of the variance in organizational development teacher accountability can be explained by component (R^2=0.087). The level of significance (sig) Fisher (f) less than 5%, so the model is significant.
In addition to this significant level (sig) t test for honesty variable less than 5%. So we can say that honesty had a significant influence on organizational development so that the effect is direct and organizational development as well as be more honest more is. The beta also shows that the size of one

standard deviation change in the variable responsibility, organizational development teachers' 0.296 change in the variable is created.

The third hypothesis: between compassion and organizational development education teachers there is a significant relationship.

Table 4-The results of the regression analysis for the third hypothesis

(sig)		**F**		**R^2**		**R**
0.001		26.13		0.097		0.312
sig	**t**	**standardized coefficients**	**Non-standardized coefficients**		**Independent variables**	**The dependent variable**
		Beta	**Error**	**B**		
0.001	12.66	-	0.226	2.86	**(Constant)**	**Growth**
0.001	5.11	0.312	0.062	0.319	**Compassion**	

Among the components of compassion and organizational development education teachers is a significant relationship there. So reject the null hypothesis H0 and H1 research hypothesis is accepted. The coefficient of determination is telling that only 9% of the variance in organizational development caring teachers can be explained by component (R^2= 0.097). The level of significance (sig) Fisher (f) less than 5%, so the model is significant. In addition to this significant level (sig) t test for honesty variable less than 5%. So we can say that compassion had a significant influence on organizational development so that the effect is direct and the organizational development will also be more compassionate more is. The beta also shows that the size of one standard deviation change in the variable compassion, organizational development teachers' 0.312 change in the variable is created.

The fourth hypothesis: between forgiveness and organizational development education teachers there is a significant relationship.

Table 5-The results of the regression analysis for the fourth hypothesis

(sig)		**F**		**R^2**		**R**
0.001		10.05		0.040		0.199
sig	**t**	**standardized coefficients**	**Non-standardized coefficients**		**Independent variables**	**The dependent variable**
		Beta	**Error**	**B**		
0.001	14.51		0.227	3.29	**(Constant)**	

0.001	3.17		0.065	0.207	**Forgiveness**	**Growth**

The results indicate that the relationship between forgiveness and organizational development education teachers is a significant relationship there. So reject the null hypothesis H0 and H1 research hypothesis is accepted. The coefficient of determination is telling that only 4 percent of the variance in organizational development forgiveness teachers can be explained by component (R^2=0.040). The level of significance (sig) Fisher (f) less than 5%, so the model is significant. In addition to this significant level (sig) t test for honesty variable less than 5%. So we can say that forgiveness had a significant influence on organizational development so that the effect is direct and the organizational development will also be more forgiving More is. The beta also shows that the size of one standard deviation change in the variable forgiveness, variable 0.199 changes in the organizational development of teachers is created.

Conclusion:

The results showed that between moral intelligence with organizational development Khorramabad education teachers in Alpha there is a significant and positive relationship between moral intelligence to significantly change the organizational development of teachers explain. According to the findings could be concluded primary school teachers to upgrade professional competencies and organizational development, more attention can be paid to increasing moral intelligence in them.

The relationship between job satisfaction and organizational development, relationship between organizational development and organizational intelligence and the relationship between organizational development and cultural intelligence is the subject of research to future researchers. No significant relationship was created between integrity and development so that honest people in the organization's organizational development so as to develop the virtues of honest people should be raising policy Education. A significant relationship between compassion and Development was created so that the people in the organization to be more sympathetic organizational development increases, so organizations have posts critical to remember that people are more compassionate than others.

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