



The level of Student's Moral among the students at the University of Mosul and its relationship to some variables

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Abstract

The research aims to identify the level of learner's moral among students of the University of Mosul and its relationship to some variables.

According to the two variables: gender (male-female), specialization (scientific, human), and academic level (second, fourth) and to achieve the objectives of the research, the researcher chose an equal, stratified random sample of students from the faculties of the University of Mosul

Where the basic research sample consisted of (1000) male and female students ,(500) male and (500) female students who were randomly selected from the colleges of the University of Mosul for the academic year (2021-2022).

To achieve the objectives of the research, the researcher has built a learner's morality scale, which consists of (32) items with five alternatives (always, often, sometimes, little, rarely). The researcher verified the apparent and discriminatory honesty, the internal consistency of the scale, and the scale's stability by retesting, as the Pearson correlation coefficient was (0.85).

The data were treated statistically using the Statistical Package for Social Sciences (SPSS), which included a set of statistical methods, including (t-selection for one sample, t-test for two independent samples, and coefficient of Pearson's correlation, and the t-test for the significance of the correlation coefficient.

In light of the results, the researcher came up with a number of recommendations and suggestions, the most important of which are:

Keywords: learner's Moral , students of University, variables.

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Introduction

In light of the complexity of the issues of the age and its interactions, and in light of the dialogue or clash of civilizations, a dangerous crack appeared in the structure of human society, especially the moral one, because the severity of contemporary life and its difficulties led to an

increase in the number of psychological, social and educational problems for a large segment of society, including the youth segment, as young people fall Among the most dangerous stages of life that a person goes through, the danger lies in the fact that they fall into a critical stage in which they move from adolescence to adulthood, and



there are many internal and external conflicts, due to the total changes that accompany their various manifestations of growth, physical, mental, social, emotional and moral (Muhammad, 2009).

Problem of the study

University students in particular face many situations and events, whether inside or outside the university, during their daily interactions through which their personalities are formed; However, this depends on the nature of their interaction with these situations, events and experiences, both positive and negative. Through their preference for the interest of others over their personal interest, their morals as a frame of reference for them that govern their behavior and social interactions, and their psychological immunity as an evolutionary preventive system that helps them contain negative experiences and attitudes and agree with them to overcome challenges, adversities and crises; This helps their academic, personal, family and social compatibility.

The need to the learners moral or to talk about the learner's morality is an urgent necessity because of the great role it plays in the field of education in various countries of the world and the low moral and ethical situation in general and for the learners in particular, which constitutes a threat to the entire educational process and accordingly, attention must be paid to the development of Create the learner and develop himself in the different age and school stages and consider it the primary goal in the educational process because of the results it achieves that are clearly reflected in the learners' academic achievement.

The ethical aspect is an essential aspect in building the human personality, as the individual's adherence to and preservation of values, customs, ideals and standards contributes to the advancement of societies and leads to reaching a state of equilibrium among individuals (Sufyan, 2016: 14), and some researchers indicate that people live in a state of The instability of the system of moral values and the reason for this is due to the rapid changes experienced by the societies in which they are involved. (Murtaja, 2004)

The aim of the study

The current research aims to identify the learner's morals and its relationship to specialization and academic level among the students of the University of Mosul.

Limits

This research was limited to students of Mosul University in Nineveh Governorate in the Republic of Iraq, for the academic year (2021-2022), and the research was determined by the research tool, which was adopted by building the scale and extracting the degree of validity and stability of the scale used in the research.

Search parameters:

1. Human limits: the study will be applied to students of Mosul University according to gender (males / females), according to specialization (scientific / humanitarian) and according to academic level (second / fourth).
2. Spatial limits: This research will be applied in Iraq in Nineveh Governorate (Mosul University).
3. Time limits: The research will be conducted during the academic year (2021-2022).
4. Scientific limits: The research is determined by the learner's morality with some variables.
5. Methodological limits: The researcher will use the descriptive analytical method in this research.
6. Procedural limits: they will be limited to the research tool, the questionnaire, the degree of its validity and reliability, the study community and the statistical treatments used.

Value

The issue of morals is an old, modern, and important issue that preoccupies the minds of those in charge of the issue of education, such as parents, teachers, teachers, and supervisors, more than it preoccupies the adolescent and youth. (Adam, 2005).

In spite of the developments and inventions achieved by modern civilization in all different aspects of life, and the resulting ease of transportation and communication between peoples, and the different cultures differing from each other, which led to the change of many high values and principles that began to disappear



with time, and are forgotten in the hearts of A lot, except that morals were a symbol of humanity that God preferred over all other beings, and they characterize human progress (Ghabawi & Khaled, 2015).

That man is a social being by nature, born in a group, and he lives only in a group that is always connected to his members by a mutual relationship, and if he leaves it, he perishes psychologically and then physically. His behavior is determined by his interaction with the environment in which he lives. (Al-Turk, 2006).

Virtuous morals are the mainstay in building nations and preserving their entity, and the mainstay in their progress and prosperity. To adhere to it, the Almighty, the Most High, has commanded us to imitate the Prophet Muhammad (may God bless him and grant him peace) and praise him in his creation, and the Almighty said: (And you are of a great character) (Al-Qalam: 4) (Al-Qadi, 2013: 57).

Procedures

To achieve the aim of the research, the following questions were answered:

1. What is the level of learner's morals for the students of Mosul University in the research sample?
2. Is there a statistically significant difference at the level (0.05) of the learner's morals among the students of the University of Mosul in the light of some variables?
 - A. Gender (males – females).
 - B. Academic specialization (scientific – humanitarian).
 - C. Academic level (second – fourth).

Previous Studies

1. Abdul Rahman, 1988

The morals of the scholar and the educated according to Abu Bakr Al-Ajri.

The study aimed to identify the educationalist for both working and non-working scholars as defined by Al-Ajri, and to identify the characteristics of the educational Quran campaign and to identify the morals of the educational learner according to Abu Bakr Al-Ajri. Contemporary, and to benefit from his views on scientific applications to prepare teachers properly.

Study Methodology: The researcher adopted the descriptive analytical method in his study.

Results of the study: The researcher reached a set of results, the most important of which are:

That the educational process should not focus on the cognitive aspect, and provide the student with information that includes morals and behavior, but should extend to include trends and aspects of behavior.

The development of moral capacities requires special preparation for teachers and their good selection, because the teacher is a major factor in this field.

The general environment in which the learner lives and the social relations that prevail in this environment have a significant impact on the success of moral education.

Educational methods are one of the important things in the success of the educational process, especially if they are inspired by the cultural and social reality. (Abdul Rahman, 1988).

2. Al-Akedi, 1990

The moral judgment of the Iraqi adolescent, a comparative study.

This study aimed to identify the level of moral judgment of the Iraqi adolescent, to know the statistically significant differences in the moral judgment between the adolescents who are continuing in the study and their peers who left it and at the same age, and to know the statistically significant differences in the moral judgment by Iraqi adolescents according to the variable of academic level and housing (Baghdad, Nineveh, Basra), the research sample consisted of high school students (intermediate and middle school) and males only, with (80) students from each governorate distributed equally among the classes. The apparent meaning of the test's validity and reliability was extracted by retesting. The results were as follow :

1. It became clear from the results that the moral wisdom of the Iraqi teenager is concentrated in the level of (social custom) in the scale of the issue identification test,



- which includes the final stages in middle and middle school.
2. As for the level of (post-social norm), in general, the degrees of this scale increase with the increase in the academic level.
 3. The results of the statistical analysis in the case identification test showed that there are statistically significant differences between the dropout adolescents and the adolescents who continue to study at the secondary level in favor of the adolescents who continue to study.
 4. The analysis of variance between the adolescents who left the study and those who continued to study did not show the variable of housing.
 5. No relationship was found between the research variables.

Students moral

There is no doubt that the concept of ethics as a concept stemming from society is a dynamic concept in its nature, meaning that it changes from one generation to another, and from one society to another, and grows and develops or adjusts.

J. Hadfield defines ethics and says:

There are two broad meanings of the term (ethics), one of which means conformity to the norms or mores of society and its customs, and the other meaning is the pursuit of correct goals and objectives. The first type: it automatically makes us follow customs, imitate collective behavior, and nurture social traditions.

The second type: the right goals such as generosity, loyalty and honesty are good in themselves and should be followed regardless of society's customs and standards.

Ethics in the sense of compliance with the values of society and its patterns of behavior differ from one society to another, and the term character is sometimes used to mean moral behavior, but the term creation refers to the degree of effective rear organization of all individual forces. It refers to the permanent (psycho-physical) readiness that suppresses motives according to a certain organizational principle. The meaning of this reference to morality as an internal creation lies within the individual himself. Thus, we see that the term creation refers to personality traits rather than morals, which include sufficient volitional force

to direct behavior towards some kind of values. Ethics is particularly concerned with the individual's volitional forces, goals and directions.

Morality means from a behavioral point of view the customs, traditions, etiquette and ideals observed in a society, and accordingly, moral values differ from one society to another, just as they differ in the same society from one era to another, and differ in the same society and in the same era according to different social classes. A socialist is not suitable for a capitalist society, and the ethics of a democratic society are also different from the ethics Dictatorship society, the individual who lives adapted in a capitalist society becomes unadapted if transferred to a communist society, for example. According to the (compliant) point of view, the individual only has to accept the values of the group to which he belongs in order to live in peace and harmony with it. However, despite the existence of these cultural differences in the concept of morality, there are some general "absolute" moral principles that are true in every place and time. Including honesty, trustworthiness, loyalty...etc.

Moral is defined as the integration of habits, trends, emotions and ideals in a manner that tends to be stable and stable, and is suitable for predicting future behavior. The moral development of the child goes from the mere desire to achieve pleasure and happiness to adherence to the moral and social principles prevailing in the society in which the child lives. An internal subjectivity is the conscience of the child, and this conscience is formed by absorbing and acquiring the values of the parents, thus becoming the child's own standards. (Al-Isawy)

Education plays a prominent role in purifying the soul with virtuous morals and purifying it from bad morals, whether at the level of the individual, group or institution, and keenness to spread Islamic values and morals in society, develop them, and raise generations on them, through various educational methods and means. May God's prayers and peace be upon him (I was sent to perfect morals).(Khattaba, 2020).(J. R. Rest, 1979) identified four areas of morality:

Domain: Moral SensitivityFirst



It involves interpreting the situation, taking the role instead of the parties to the situation, analyzing a chain of cause-and-effect events, and recognizing a moral problem when it exists.

Second Domain: Moral Judgment:

It involves making a decision or judgment about a morally appropriate action, which can be justified on the basis of moral values.

Third Domain: Moral Motivation:

The degree of commitment to ethical behaviors with a high degree of consistency, the preference for moral values over other values, and personal responsibility for arrangements for compliance with these behaviors and values.

Fourth Domain: Moral Character:

It involves carrying on with the moral mission, being brave, overcoming fatigue and temptation, and applying behaviors that serve a moral purpose.

Theories that dealt with the Moral of the Student:

First - Psychoanalytic Theory

As psychoanalytic theory is the first western psychological theory to talk about creation (Sawalha, 2002). The connection of sensation with action or with language, it is difficult to know the sensation if it does not appear in the form of action or utterance. The credit for transferring the study of ethics from the field of philosophy to scientific study as it is a psychological phenomenon can be attributed to the psychoanalytic research conducted on psychological disorders, especially neuroticism. (Flogel, 1966).

This theory starts from the philosophical view that man is fundamentally evil. This theory relies in its foundation on the concept of pleasure as a motive to increase pleasure and satisfaction by reducing tension associated with external and internal stimuli such as need and instinct. Freud portrays the young child as a package of motives, as directing them to achieve social goals. (Abu Jadwa, 2002).

Proponents of this theory believe that moral behavior results from the interaction of three functional systems, each function related to the other, and each system in these systems (the id system, the ego system, and the superego system).

The environment plays an important role in the formation of the conscience from the point of view of the schools of psychoanalysis, and this role is not less important than the role played by the maturity of the individual, his way of life and his mental abilities (Al-Ghamdi, 2004).

Second - Fromm's theory: (Fromm, 1947)

He believes that man has an innate struggle for justice and truth, and that his quest for this is the essence of social and moral responsibility, and the failure of the individual to achieve his potential to the fullest is a deficiency that leads him to feel unhappiness and condemns his psychological health, and that a person in his opinion is not born good or evil by nature, but it can be Evil if he fails to grow and develop fully, and if his need for creation and creativity is hampered for any reason, people become subversive, and this is the only alternative to creation. Destruction and creativity are things that exist in human nature, but what causes the emergence of this or that characteristic is the society that surrounds the individual through patterns of socialization. Fromm (1947:116) And the best way to make a person in harmony with himself and with others is to invest his capabilities and capabilities and this is left to him, and thus the importance of developing morals and a sense of social responsibility in each member of society, and Fromm emphasized that any society when it performs its functions to the fullest should He has to mold his personalities and unleash the energies of each individual in him, to satisfy the requirements of that society, and the necessity of training individuals, since childhood, on educational methods that suit the needs of that society, because their main task in life is to achieve growth and development within the society (Al-Suhaili, 2016)

Fromm's view was optimistic about putting forward the idea of the possibility of a society that allows people to achieve themselves, and this society is characterized by love, brotherhood and cohesion in human relations and the feelings of isolation and alienation disappear and disappear. (Saleh, 1988).

And that humans must live life by respecting others, and using reason and imagination to create a connection with others in



society with “fruitful love,” which includes care, responsibility, respect, and a balance between responsibility and a state of safety so that he can love himself and others and have a healthy personality.(J. Rest & Mussen, 1983)

Procedures and Methodology

This chapter includes an accurate description of the study population and its sample, the method of selecting it, preparing and building the research tool, and then applying them to the sample and verifying their validity and reliability, and the statistical methods used in data processing to achieve the research objectives, as follows:

First, the research community:

It is all individuals, people or things who are the subject of the research problem, so it is all individuals, events or observations that are the subject of research or study(Aichour, 2016).

The current research community consists of all students of the University of Mosul for the academic year (2021-2022) who are continuing in the morning study only in the city of Mosul, divided into (24), colleges for the two specializations (scientific and humanitarian), and by (18 scientific colleges and 6 humanities colleges), And their number is (47968) (36662) male and female students in the scientific faculties, and (21704) male and female students in the humanities faculties and the amount shown below in Table No. (1).

Table 1. Research Community distribution

Total	Female	Male	College	S.	Total	Female	Male	College	S.
1868	737	1131	Basic education	-13	472	29	203	Medicine	-1
217	196	48	Nursing	-14	673	165	472	Engineering	-2
68	37	31	Fine arts	-15	434	276	148	Sciences	-3
429	276	153	Computer science and mathematics	-16	146	82	64	agriculture and forestry	-4
274	112	162	Islamic sciences	-17	631	312	319	Literature	-5
67	17	50	Political Science	-18	804	290	514	Administration and Economics	-6
67	34	33	Environmental sciences and technologies	-19	1379	635	744	Education for pure sciences	-7
1101	1101	0	Education for girls	-20	84	32	52	Veterinary Medicine	-8
35	28	7	Archaeology	-21	192	66	126	Physical Education and Sports Science	-9
135	20	115	Petroleum and mining engineering	-22	307	187	120	dentist	-10
784	362	428	Education for the humanities	-23	387	100	287	Rights	-11
48	20	28	Tourism Sciences	-24	391	243	148	the pharmacy	-12
11020	Total summation :								

Basic research application sample

In order to achieve the objectives of the current research, it was applied to the final application sample, which is known as the basic sample. After determining the research community

represented by the students of the scientific and humanities colleges at the University of Mosul, which numbered (24) colleges, a random sample was drawn from the scientific and humanities colleges, which numbered (6) colleges distributed



over (4) scientific faculties and (2) a humanities faculty at the University of Mosul, then a stratified proportional random sample was drawn at a rate of (5%) of the size of the research community from the students of the second and fourth grades, who numbered (8967) male and female students (Table 1) shows that and after Determining the departments, the researcher

excluded the students of the Colleges of Education for Girls, who numbered (3439) students and the College of Basic Education, who numbered (6959) students from the members of the final application sample from outside the exploratory sample and the sample of construction and stability, and Table (2) shows this.

Table 2. Distribution of the study population according to the gender variable, specialization and academic level

Total	Fourth		Total	second		Colleges	S.
	female	male		female	male		
237	151	86	287	176	111	Dentistry	-1
1022	309	713	861	170	591	Management and economy	-2
303	147	156	464	216	248	Computer Sciences	-3
1191	648	543	1357	719	638	Pure Education College	-4
1328	577	750	878	450	428	College of Education for Human Sciences	-5
549	140	409	490	116	226	College of Law	-6

8967

The grand total of the study population

Research Instrument

1.Learner's Awareness Scale

To achieve the aims of the current study and for the purpose of measuring the learner's morals among the students of the University of Mosul, the researcher built a scale of learner's morals after it became clear to the researcher the scarcity of measures that measure learner's morals, and after consulting a number of experts and specialists in this field about the possibility of building a tool that achieves the objectives of the current study, the researcher obtained The approval of a number of experts in this field, so the researcher built a learner's morals scale. The researcher followed specific steps in the process of building a learner's morals scale according to the areas laid out by James Rest(J. R. Rest, 1979) in his theory of moral judgment, and also after reviewing books, literature and related sources The subject of the current study, and then determine the paragraphs of the scale.

Procedures for building a learner's morals scale:

1. Examining books, literature, sources, theories and psychological heritage related to the subject

of the current study, which dealt with ethics in general and the learner's morals in particular.

2. Defining the concept of the learner's morals (theoretically): where the researcher adopted the theoretical definition of James Rest(J. R. Rest, 1979), and he defined it as "the basic mental structure through which people perceive rights and responsibilities and make decisions about them on the basis of three foundations: knowledge, behavior and emotion. These foundations crystallize from Through the four domains, moral sensitivity, moral judgment, moral motivation, and moral character.
3. Reliance on the areas that Rist put in his theory in the concept of the learner's morals, which are as follows:

Moral sensitivity, moral judgment, moral motivation, moral personality

The researcher extracted the psychometric characteristics of the learner's morality scale and how much in the following:

1. Honesty

Honesty means the accuracy with which the scale measures what it should measure(Kawafha, 2010).



Virtual honesty: (Face Validity)

It depends on the logicity of the contents of the scale and its relation to the measured phenomenon, and it represents the general form of the scale. Here, the scale is presented to a group of experts to show the validity of the scale (Al-Rimawi, 2007). The apparent validity was investigated by presenting the scale's paragraphs to a group of arbitrators to consult them about the appropriateness Its paragraphs are to fit the sample of university students to achieve the objectives of the current study, and the scale was presented to a group of arbitrators and specialists from some of the Iraqi universities in the field of educational and psychological sciences twice to express their opinions and suggestions on the scale in its initial form, where the number of arbitrators reached (30) arbitrators, and it was adopted The researcher accounted for (75%) or more of the arbitrators' opinions as a criterion for apparent honesty, as (Anna Anastasi) confirms that the apparent validity of the scale must be provided in order for it to be more effective in practical situations (Mikhail, 2016: 168). And based on the arbitrators' observations, a number of

paragraphs of the learner's morality scale that carry the following sequences (5, 8, 11, 13, 15, 18, 20, 22, 25) were modified in terms of expressive paraphrasing as well as linguistic formulation to suit the study sample And standardization of alternatives for each paragraph.

The discriminatory power of the learner's morality scale:

It includes the discriminatory power of the learner's morality scale items, and it means the extent to which the test or scale is measured to form a specific hypothesis (Attia, 2009). And for the purpose of obtaining the distinguished items, the scale was applied to the discrimination sample of (450) students from the University of Mosul (Table 2) shows that, and then the scale was corrected and the total score for each student was calculated, and the responses of the discrimination sample members were arranged from the highest score to the lowest score Determine the higher scores, which represent (27%) of the total number of the discrimination sample, and determine the percentage (27%) of the scores, which represent the lowest group. for social sciences (spss) and the table (3) shows that.

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Table 3. The discriminatory power of the learner's morality scale items

t- Calculated	standard deviation	Arithmetic mean	the number	group	Item
	0,79418	4,6942	121	high	-1
2,428	0,94650	4,4215	121	low	
	0,77495	4,6860	121	high	-2
5,009	1,00666	4,1074	121	low	
	0,49599	4,7686	121	high	-3
5,824	1,14602	4,1074	121	low	
	0,84485	4,4298	121	high	-4
12,071	1,26507	2,7603	121	low	
	1,29531	3,5868	121	high	-5
5,087	1,47882	2,6777	121	low	
	135080	3,3967	121	high	-6
2,739	1,27629	2,9339	121	low	
	1,16261	3,5207	121	high	-7
6,385	1,25216	2,5289	12	low	
	1,05084	4,3082	121	high	-8
5,552	1,36086	3,5124	121	low	
	0,47745	4,8264	121	high	-9
9,059	1,26779	3,7107	121	low	
	0,34157	4,9091	121	high	-10



7,132	1,13509	4,1405	121	low	
	0,82213	4,3388	121	high	-11
9,328	1,34784	3,0000	121	low	
	0,74162	4,5455	121	high	-12
7,339	1,31682	3,5372	121	low	
	0,99489	4,3306	121	high	-13
5,537	1,28527	3,5124	121	low	
	0,09091	4,9917	121	high	-14
4,144	0,80657	4,6860	121	low	
	0,33133	4,9174	121	high	15
9,042	1,07623	3,9917	121	low	
6,727	0,99260	4,5124	121	high	-16
	1,36686	3,4793	121	low	
	0,26348	4,9256	121	high	-17
9,456	1,23159	3,8430	121	low	
	0,35521	4,8760	121	high	-18
9,820	1,24648	3,7190	121	low	
	0,79035	4,3967	121	high	-19
12,277	1,28736	2,7107	121	low	
	0,82330	4,5868	121	high	-20
8,951	1,31792	3,3223	121	low	
	1,05464	3,9339	121	high	-21
7,479	1,36641	2,7603	121	low	
	0,40707	4,8678	121	high	-22
9,779	1,27788	3,6750	121	low	
	0,23443	4,9421	121	high	-23
7,634	1,04578	4,1938	121	low	
	0,61277	4,7438	121	high	-24
8,349	1,33624	3,6281	121	low	
	0,79322	4,4215	121	high	-25
10,936	1,28832	2,9174	121	low	
	1,12172	3,9917	121	high	-26
7,000	1,44728	2,8264	121	low	
7,707	0,65629	4,6942	121	high	-27
	1,33361	3,6529	121	low	
	0,44085	4,8512	121	high	28
7,176	1,24161	3,9917	121	low	
	0,28868	4,9091	121	high	-29
8,815	1,13969	3,9669	121	low	
	0,30514	4,9174	121	high	-30
6,908	1,23956	4,1157	121	low	
	0,98732	4,2231	121	high	-31
6,632	1,51626	3,1322	121	low	
	0,74579	4,3884	121	high	-32
11,699	1,37235	2,7273	121	low	

2. Stability



The stability of the learner's morality scale was calculated

Exam Repetition:

This method is based on applying the tool to the members of the stability group, waiting for an appropriate period of time, then re-applying it to the same group, and calculating the simple correlation coefficient between the individuals' scores in the two tests. Of course, the greater the value of the correlation coefficient, the more this indicates that the tool has a high degree of stability. (Al-Shayeb, 2009).

In order to verify the stability of the test in this way, the scale was applied to the stability sample of (64) male and female students from outside the basic sample, and after (14) days, the test was re-applied to the sample psychologically. 2022 AD, then the application was re-applied on Tuesday (3/5/2022 AD), and the correlation coefficient was extracted between the degrees of the two applications, and the reliability coefficient reached (0.80), which is a good stability coefficient. (Nunn Ally, 1978). The Pearson correlation coefficient was calculated between the degrees of the two applications, as the reliability coefficient was reached using the Pearson coefficient of the learner's morals scale (0,80), which is a good value.

Application of the research tool:

The researcher applied the learner's morality scale, which consists of (32) items on the basic research sample of (1000) male and female students on the student community of the University of Mosul. The application started on 5/08/2022, which coincided with Sunday and ended on 5/16/2022. The researcher was At the beginning of the meeting with each group, he clarifies the purpose of applying the two scales for scientific research purposes exclusively, the necessity of answering all paragraphs and not leaving any paragraph unanswered, and the importance of confirming information related to research variables (gender - academic specialization - academic level) and assures them of the confidentiality of the information

contained in the answer and They were asked not to mention their name to give the respondents the freedom to express accurately and objectively, and that there is no right or wrong answer, but that all answers are correct as long as they express the opinion of the individual himself. All were not excluded from any form.

Correction of the search tool:

The process of correction means setting a score for the examinee's response to each paragraph of the scale in light of the alternative chosen by the respondent. For the learner creation tool, the researcher used the following weights:

Weight (5) for the alternative (always).

Weight (4) for the alternative (often).

Weight (3) for the alternative (sometimes).

Weight (2) for the alternative (a little).

Weight (1) for the alternative (rarely).

These weights reflect the positive paragraphs.

Thus, the highest score obtained by the respondent becomes (160), the hypothetical mean of the scale is (96), and the lowest score is (32). In light of this, the answers to the paragraphs will be collected to extract the total score for each respondent.

The Results

First: What is the level of learner's morals for the students of the University of Mosul in the research sample?

In order to verify this question, the researcher extracted the arithmetic means and standard deviations of the variable of learner's morals for the study sample as a whole, which numbered (1000) male and female students, as the arithmetic mean was (129,824) and with a standard deviation (14,997). The arithmetic mean of the sample is greater than the hypothetical mean.

For the purpose of identifying the significance of the difference between the arithmetic and hypothetical averages, the researcher applied the one sample t-test. Freedom (999) shows that the calculated t-value is greater than the tabulated t-value, and the data and results were included in the table.(4)



Table 4. The results of the calculated T-value of the variable (the learner's creation) among the members of the total research sample

Statistical significance at the level of significance 0,05	degree of freedom	T value		Standard deviation	المتوسط الفرضي	Mean	the sample
		tabular	calculated				
function	999	1,96	71,318	14,997	96	129,824	1000

The result indicates that there are statistically significant differences in the level of learner morals and in favor of the research sample members.

The researcher attributes this result to the fact that the students of Mosul University were distributed naturally, meaning that they had a high level of learner morals. This means that the Mosuli community in general and university students in particular as part of the large community was expressing its insistence on communicating towards the search for science and knowledge and keeping pace with developments. The rapid pace in the world of technology, despite the circumstances that the beloved Mosul went through, from a change in ideas and beliefs, but the community and university students formed the biggest determinant.

Second: Is there a statistically significant difference at the level of significance (0.05) for the morality of the learner among the students of the University of Mosul in the light of some of the following variables.

A. Gender: (males – females):

For the purpose of achieving this goal, the researcher applied the t-test for two

Table 5. T-values computed for the variable (the learner's morals) among the members of the research sample according to the variable (gender)

The indication is at the level of 0,05	T value		degree of freedom	Standard deviation	Mean	N.	the sample	variable
	tabular	calculated						
Statistically significant	1,96	2,09	998	15,310	128,807	487	male	Gender
				14,643	130,789	513	female	

The researcher believes that this result is that the nature of Iraqi society in general is a patriarchal society, meaning that it gives freedom to males more than females, by imposing many restrictions on the performance and behavior of females, unlike males, who are given absolute

independent samples (Tow Samples Independent T-Test) if the number of male students reached (487) students with an arithmetic mean (128,807) and a standard deviation of (15,310), in addition to the fact that the number of females reached (513) students with an arithmetic average (132,409) and a standard deviation (13,837). The results showed that the calculated t-value amounted to (2.09) and when compared with the tabular t-value of (1.96) at a significance level (0.05) and a degree of freedom (998), it was found that the calculated t-value. This result resulted in a statistically significant difference in the level of learner morals among Mosul University students according to the gender variable (males - females), which indicates that there is a difference between males and females in the learner's morals, and by referring to the arithmetic averages. We found that the arithmetic mean of females is slightly more than the arithmetic average of males, and this means that there is a difference in favor of females, meaning that females have a slightly more educated moral than males, and the table () shows that.



while the female's stay for a long period of time in the home, as it makes mothers benefit and invest this time in clarifying and upbringing their daughters on moral virtues.

B. Academic specialization: (scientific humanitarian):

For the purpose of achieving this goal, the researcher applied the T-test for two independent samples (Tow Samples Independent T-Test) if the number of students in scientific faculties reached (500) male and female students with an arithmetic mean (129,200) and a standard deviation of (15,254), while the number of students in humanities faculties reached (500). Male and female students with an arithmetic

mean (132,409) and a standard deviation (13,837). The results showed that the calculated t-value amounted to (1.51) and when compared with the tabular t-value amounting to (1.96) at the significance level (0.05) and the degree of freedom (998). It was found that the calculated t-value is less than the tabular t-value, and this result indicates that there is no statistically significant difference in the level of learner morals among students of Mosul University according to the variable of specialization (scientific - humanitarian) and the table () shows that.

Table 6. T-values calculated for the variable (the learner's morals) among the members of the research sample according to the variable (the academic specialization)

Significance at significance level 0,05	t- value		Degree of freedom	Standard deviation	Mean	N.	Sample	Variable
	tabular	calculated						
nonfunction	1,96	1,51	998	15,610	129,104	50	scientific	Academic specialization
				14,338	130,544	50	Humanitarian	

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The researcher believes that the interpretation of this result is that the students of the scientific and humanitarian specialization have a high moral level, due to the pattern and nature of the study that they study in the scientific and humanities faculties, which makes expressing what is inside them in a positive and understandable manner.

C. Academic level: (second – fourth):

For the purpose of achieving this goal by answering this question, the researcher applied the Tow Samples Independent T-Test if the number of second-grade students reached (573) male and female students with an arithmetic mean (129,080) and a standard deviation (15,325). The fourth reached (427) male and female students with an arithmetic mean (130,822) and a standard deviation (14,504). The results showed that the calculated t-value amounted to (1.81) and when compared with the tabular t-value of (1.96) at the level of significance (0.05)) With a degree of freedom (998), it was found that the calculated t value is less than the tabular t value, and the table (7) shows that.

Table 7. The calculated T-values of the variable (the learner's morals) among the members of the research sample according to the variable (the academic level)

at the level of significance 0,05	t- value		degree of freedom	standard deviation	Mean	N.	The sample	variable
	tabular	calculated						
nonfunction	1,96	1,81	998	15,325	129,080	573	second	Academic level
				14,504	130,822	427	fourth	

This result indicates that there is no statistically significant difference according to the academic level (second - fourth), that is, the second and fourth grade students have a high

and balanced level of learner's morals, and the table (7) shows that.

The researcher explains this result in that the second and fourth grade students have a good moral level, and this indicates that in general



they had a cultural, scientific and moral stock since their entry into primary school and up to the university stage, evidence of the accumulation of experiences and benefit from all levels of study in receiving education and that Iraq's curriculum in a way In general, and Mosul in particular, it focuses on building the human being educationally before entering the educational process.

Recommendations

1. The researcher recommends that the subject of ethics should be taught to university students in all disciplines.
2. The researcher suggests preparing a curriculum related to the ethics that the learner should have inside and outside the educational institution and in his professional life.

Suggestions

1. Conducting a study dealing with the learner's morals and its relationship to other variables such as self-organization, self-deception, and the pattern of religious and political beliefs.
2. Doing a comparative study between middle school students, primary university students, and graduate studies to see if the learner's morals are developing with the development of the curriculum in our educational institutions.

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