

# **Moral thinking and its relationship to quality of life for university students**

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## **Abstract:**

The current research aims to identify:

- The level of moral thinking among Baghdad University students.
- Significance of differences in the level of moral thinking among students of the University of Baghdad, according to the two sex variables (male - female) and specialization (scientific – human).
- Quality of life for Baghdad University students.
- The significance of the differences in the quality of life for the students of the University of Baghdad, according to the variables of gender (male - female) and specialization (scientific – human).
- The correlation between ethical thinking and quality of life for Baghdad University students.

The sample of the research consisted of (400) male and female students from the faculties of Baghdad University, and they were chosen in the simple random class method, and the researcher adopted a scale (Jubouri, 2017) to measure moral thinking, and a scale (Mansi and Kazem, 2006) to measure the quality of life, and after applying the research tools The analysis of the results by using the statistical bag (SPSS) was the most important results as follows:

- 1- University of Baghdad students have an above average level of moral thinking.
- 2- There are statistically significant differences in the level of moral thinking among students of the University of Baghdad according to the gender variable and in favor of females, while there are no statistically significant differences

according to the variable of specialization and according to the interaction between sex and specialization.

- 3- The high quality of life in general among Baghdad University students.
- 4- There are no statistically significant differences in the quality of life for Baghdad University students according to the variables of sex and specialization, and there are no statistically significant differences according to the interaction of sex and specialization.
- 5- There is a statistically significant correlation between moral thinking and the quality of life for Baghdad University students. The researcher came up with a set of conclusions, recommendations and proposals.

#### Moral thinking and its relationship to the quality of life of university students

Research problem: University youth is the elite of choice for any society and as much as university youth have knowledge, creation and efficiency in so far as this leads to community progress. Understanding the nation's hope and the tool for development and renewal in the economic, social, educational and technical aspects, in addition to that the university students are the primary element in building the university They are its raw material and they are its goal, as they interact with its scientific ability and educational guidance in order to prepare them for community leadership in the future. The impact of ethics in developing ideas at the individual and social level, and its role in building the personality as well as behavior, is not hidden, so Islam emphasized that J is important in the life of the individual and society. Moral growth is the result of an interaction of factors of social and moral upbringing with mental cognitive development, so the individual during his interaction modifies his moral cognitive structure by replacing new structures according to the experiences he experiences, and the moral aspect represents an important aspect in building the personality, and this aspect is concerned with values, ideals, habits and standards , And helps in Reaching the state of the individual is the same, and this is achieved through the consistency of behavior with the ethical standards in society and the prevailing norms of behavior in it (Muhammad, 1991: 123) (Because each generation has its concerns, problems, troubles, and aspirations, and each stage in history has its own conditions and specialities, and because the psychological state Linked to the data of life in the living period, the psychological state of young people at any stage is a sensitive and useful indicator for understanding the conditions of the stage, for young people are the most

affected segments of society, and in order for the individual's life to be quality, it must include his feeling of love, security and psychological satisfaction (Al-Jameel, 2008, p. 5), building On the above, the researcher believes that there is a need to give The research has changed a degree of interest at the present time, due to the great transformations that our country is going through in all areas of life that have cast a shadow on society members in general and university students in particular, and it seems logical that the problem bears a question about the relationship between two or more variables and the research problem becomes clear The current in an attempt to answer the following questions:

- 1- What is the level of moral thinking among Baghdad University students? Do males differ from females in the level of moral thinking? Does the academic specialization (scientific or humanistic) affect the level of moral thinking among students of the University of Baghdad?
- 2- What is the quality of life for Baghdad University students? Do males differ from females in the quality of life? Does the academic specialization (scientific or human) affect the quality of life?
- 3- Is there a correlation between the variables of moral thinking and the quality of life of Baghdad University students

The importance of research: Moral thinking is one of the most important aspects of human development affecting the nature of the social behavior of the individual, as moral thinking is related to the nature of mental interpretations of what is socially acceptable or rejected (Al-Ghamdi, 2001: 221), and the lack of moral aspect is largely responsible for what We suffer from problems today, as manifestations of negligence, seduction, corruption, exploitation and deviations of youth, but are behavioral manifestations that reflect the existence of moral crises and reveal a deficiency in the level of moral thinking (Muhammad, 1991: 124), and the researchers pointed to the development of moral thinking across the stages of life in varying proportions among individuals. , Some of them reach the highest stage, which is represented by principles, justice and human rights, while others do not reach it, and the reason for this is that moral growth is affected by emotional and emotional factors such as the ability to understand the other, role-playing, and social interaction, and the level of interaction between one and his environment is the determinant of the path of development Moral thinking (Hajjaj, 1984: 9). This interaction results in a degree of

satisfaction or lack of it that the individual feels towards the various aspects of life and the extent of his happiness with the human presence and includes attention to personal experiences of life situations, internal factors related to the individual's ideas about his life, and external factors such as these. That measures social communication behaviors - activities, and the extent to which an individual accomplishes situations, that the individual's awareness of his life enables him to assess what is around him and is able to form ideas that bring him to a positive feeling of quality of life, and the quality of life includes multiple aspects (health, social, economic, and psychological) and Affected by the prevailing system in society (political, social traditions, well-being, and the beliefs of different individuals), as the quality of life is represented in the satisfaction of human needs, whether these needs are material or non-material (Al-Shanfiri, 2006: 20), through the foregoing it becomes clear the importance of current research In the following aspects- :

Theoretical importance is shown in the following- :

- The concepts of moral thinking and quality of life are among the contemporary concepts that drew the attention of researchers to the importance of dealing with them and revealing their effects and their role in contemporary life in general.
- Contribute to providing a theoretical understanding of the impact of the concept of moral thinking on the behavior of individuals and their personalities and the importance of quality of life in the life of the individual and society.

Applied importance The present study contributes in practice to the following:

- Directing the attention of educators and educators to the necessity of working to prepare training programs that help the individual's perception of the concept of quality of life and work to improve it through dealing with different situations.
- Designing special educational training programs to guide students on how to deal with different situations to develop their skills and capabilities to the level that enables them to overcome the difficulties facing them in a way that is appropriate to the high moral system.

Research Objectives: The current research aims to identify:

- 1- Moral thinking among Baghdad University students.

- 2- The statistically significant differences in the moral thinking of the students of the University of Baghdad according to the variables of sex (males, females) and specialization (scientific, human).
- 3- Quality of life for Baghdad University students.
- 4- Statistically significant differences in the quality of life for students of the University of Baghdad, according to the variables of gender (male, female) and specialization (scientific, human).
- 5- The correlation between ethical thinking and quality of life for Baghdad University students.

Research Limits: The current research is determined by Baghdad University students for morning study for the academic year (2018-2019) and for scientific and humanitarian specializations from both sexes

Search terms

First: Moral Thinking

I knew him from:

Hamida 1990 "The pattern of thinking used to solve the moral situation or moral problem, and moral thinking according to Kohlberg theory extends from the first stage to the sixth stage" (Hamida, 1990: 132).

●Al-Kahlout 2004 "It is the judgment on work or action that the individual issues after conducting a process of logical reasoning called moral reasoning, based on compliance with society's standards, or obeying a law based on general moral principles" (Al-Kahlout, 2004: 12).

●Al-Jubouri 2017 "A method of thinking that allows an individual to use his mental capabilities in decision-making, problem-solving, and behavior in daily life in a manner consistent with right and wrong, moral values, law, customs and traditions (Jubouri, 2017: 8)

Theoretical definition: The researcher adopted the definition (Al-Jubouri, 2017) in theory, because it adopted its standard in measuring moral thinking.

- Procedural definition: the total score obtained by the respondent by answering the paragraphs of the moral reasoning scale used in the current research.

Second: Quality of Life

It was defined by both- :

- Al-Karkhi 2011 “The individual’s feeling of contentment and happiness and the ability to satisfy needs in the dimensions of subjective and objective life, which includes personal growth, physical and material happiness, social inclusion and human rights” (Al-Karkhi, 2011: 24).

- Mansi and Kazem 2006 “The individual’s feeling of contentment and happiness and his ability to satisfy his needs through the richness of the environment and the improvement of services that are provided to him in the health, social, educational and psychological fields with good management of time and benefit from it” (Mansi and Kazem, 2006)

Theoretical definition: The researcher adopted the definition (Mansi and Kadhim 2006), because she adopted the scale prepared by him.

- Procedural definition: The total score obtained by the respondent by answering the paragraphs of the quality of life measure used in the current research.

Chapter Two (Theoretical framework and previous studies)

First: - Moral thinking When clarifying the concept of moral thinking, it must be pointed out that it interferes with other concepts such as moral growth, moral behavior, moral commitment, moral intelligence, moral values, as studies conducted in this field confirm that moral thinking is one of the aspects of moral growth. (Part relationship to the whole), and this means that moral growth is a complex and multi-dimensional phenomenon, and a distinction must be made between moral thinking and moral values. In studies of the development of moral values, attention is given to the belief of the individual in what is right and wrong at a certain age, and how he sees it at another age, In development studies Moral thinking is concerned with the way in which we reach judgment on what is right or wrong, some of them base their judgment on the basis of obedience to order and law, and another on the basis of observance of their conscience, or compliance with the standards of society, and these

different foundations in issuing judgments represent different ways of moral thinking (Sheikh, 1985: 143). The Sheikh suggests that morality is characterized by generalism and privacy at the same time, the presence of a general factor of ethics does not negate the presence of special factors that affect its effect in different situations such as intelligence, and the impact of these factors varies according to the different moral situations that the individual faces in his daily life, so the individual's moral responses differ according to the situation.

Some theories that explain the concept of moral thinking in the context of a cognitive perspective

First: Jan piaget theory 1932 is a topographical theory of cognitive development in line with his theory of moral development among children by studying their moral judgments, as it is believed that the moral growth of the individual is part of the maturity process within the framework of general age experience and based on the results obtained In his study of moral thinking among children, he pointed out in his theory to two main stages:

- Ethics of external origin: This type of ethics distinguishes the thinking of the child until about the age of seven or eight, characterized by respect for adults and the moral rules that they set. External morality means submission to the guidance of others, and rules of understanding established, and this means that the rules originate from outside the individual, and imposed on him from The environment.

Ethics of internal origin: It is a democratic ethics based on equality between people ● and based on mutual cooperation and respect, arising from the interaction between the child and his companions, in which the individual is freed from the constraints of adults, and the idea of equality and justice grows, and internal morality means that the individual moral standards stem from within him, Of self-conviction, without external imposition, and this morality begins to appear around the age of eleven and twelveAnd eleventh, it is a transition from the first type to the second type (Muhammad, 1991: 132).

Second: Lawrence Kohlberge's theory

Kohlberg believes that morality does not grow once, but rather is subject to a series of stages, the sequence of these stages is regular, meaning that everyone must pass

through the stages of moral growth hierarchically, and children may go through these stages at different speeds. It does not happen that any individual passes a certain stage to another higher than it, except that only some people reach the sixth stage of the six stages of Kohlberg. Moral growth is a result of the interaction of factors of social and moral upbringing with mental cognitive development, so during its growth the individual modifies his moral cognitive structure by replacing new structures according to his experiences (Benign, 1990: 43), as Kohlberg considers social interaction as one of the most important pillars of moral growth Which contributes to directing the attention of the individual and defining the function of social institutions (Hajjaj, 1984: 9) Kohlberg has identified three levels of moral rulings, each level contains two stages and as follows- :

- 1- The pre-traditional level: in which the child behaves according to rules imposed by reward and punishment, and he follows these rules in anticipation of the associated punishment or sensory harm, and this level consists of two stages, the first is punishment and obedience, and the second is the means (personal benefit)
- 2- The traditional level: the child takes it according to the expectations of his family and companions, as he realizes the validity of the act in the light of their acceptance of it, regardless of its direct and direct results, and two levels fall under this level.
- 3- The post-traditional level: in which the individual distinguishes between principles and obligations, and between groups, people and centers of authority, and reflects the individual's ability to achieve compatibility with general standards and consists of two stages: the stage of ethics of agreements and human rights and the law accepted democratically or social contract, and the stage of ethics of human and subjective principles . (Hamida, 1990: 23).

●Commenting on the theoretical framework for moral thinking: It is clear from a review of cognitive theories that shed light on moral thinking and tried to explain its development in the individual, we note that it dealt with moral thinking as an evolutionary behavior that occurs with age through the interaction of the individual with the surrounding environment over the years of his life, either The present research deals with moral thinking as a method of thinking used by a mature individual when dealing with different life situations.

Second: the quality of life

●The concept of quality of life The concept of quality of life differs from one person to another in both theoretical and practical terms according to the criteria adopted by individuals in evaluating life and its demands, and the determination of these standards is affected by several factors such as the ability to think and make decisions, the ability to control and manage the surrounding conditions, and the individual's physical and psychological health, Economic conditions, and the set of values and beliefs in the light of which the individual determines what is important for achieving happiness, and this explains the multiplicity of researchers' views on defining the concept of quality of life, as Taylor and Rogan 1990 see it as the satisfaction of the individual with his ability in life and a feeling of comfort and happiness, while knowing 1999 He sees it as the total structure that consists of a set of variables that aim to satisfy the needs of the individual, and subjective indicators that measure the amount of satisfaction that has been achieved (Jabr, 2005: 17). In addition to the material aspects of the concept of quality of life, it can be used to denote the building of the human being and his conscience, and this is evident in the good employment of his creative and mental potentials, and the sublimation of his human values and emotions so that he enriches his conscience to achieve this quality of life, and the meaning is clarified in the word quality through the strong emotional relationship between the individual and his environment. It is surrounded by the feelings, feelings and perceptions of the individual, as well as the importance of the role of the environment and cultural factors as being determinants of this concept. By looking at the previous literature, three dimensions of quality of life can be distinguished- :

- 1- Objective quality of life: - This category includes the social aspects of the individual's life that society provides from material requirements.
- 2- Quality of self-life: It means the extent of personal satisfaction with life, and the individual's feeling of quality of life.
- 3- The existential quality of life: - It represents the ideal limit to satisfy the needs of the individual, and he is able to live in a spiritual and psychological harmony with himself and his community (Abdel Moaty, 2005: 20)

Some theories that explain the concept of quality of life in the context of a cognitive perspective

Modern theoretical trends have emphasized the role of psychological determinants in their interpretation of the concept of quality of life

First: Lawton Theory 1996: Lawton Theory 1996 referred to the concept of environment printing, to clarify his idea of the quality of life, as he sees that the individual's awareness of the quality of his life is affected by two main factors- :

- The circumstance of the place: It is evident in the effect of the surrounding environment on his perception of the quality of his life. The environment edition affects the individual's life in two forms, the first directly, such as the impact on health, for example, and the second indirect, except that it carries positive indicators such as the individual's satisfaction with the environment in which he lives.

- circumstance of time: the individual's awareness of the impact of the environment edition on the quality of his life will be more positive as he gets older, as he will have more control over the conditions of his environment, and therefore the effect will be more positive on his feeling of quality of life.

- Second: Schalok Theory 2002: Schalock (2002) presented a detailed analysis of the concept of quality of life on the basis that it is a concept consisting of eight areas, and each field consists of three indicators, all of which confirm the impact of self-dimensions as being the most important determinants of the objective dimensions in Determining the degree of the individual's sense of the quality of life, provided that there is a percentage in the degree of this feeling, the decisive factor in this lies in the nature of the individual's awareness of the quality of his life. According to this theory, the quality of life indicators can be visualized in the following:

- Self-evaluation: functional evaluation as a measure of the extent of the "job level, observation of participation and questionnaires of circumstances, environmental events, interaction in daily activities, self-determination and personal control, role situations (education, profession, housing).

External conditions and social stimuli "standard of living and level of work" (Abdel-Rahman, 2007: 340).

The researcher adopts this theory as the theoretical basis for the quality of life measure used in the current research.

previous studies

First / some studies dealing with the concept of moral thinking

- Musharraf Study 2009 “Moral thinking and its relationship to social responsibility and some variables among students of the Islamic University of Gaza”

The study aimed to reveal the level of moral thinking, and the level of social responsibility for students of the Islamic University of Gaza, as well as to reveal the relationship between them, and the differences in each of them according to a set of variables, and the study sample consisted of 600 students, and after applying the study tools to the study sample and analyzing the data statistically The study concluded that the level of moral thinking is located in the fourth stage of moral thinking at Kohlberg, and this stage indicates an average level of moral thinking, and the results also found that there are statistically significant differences in moral thinking and in the interests of females, as indicated by Results: There were no statistically significant differences according to other variables. The results also indicated a statistically significant relationship between moral thinking and social responsibility (Musharraf, 2009: 2).

- Miqdadi Study 2015 “Moral thinking and its relationship to full psychological presence and positive social behavior”

The study aimed to reveal the relationship between moral thinking, full psychological presence and positive social behavior. The study sample consisted of 237 male and female students at the College of Education / Al Baha University, of whom 98 were male students, 139 female students, and after applying the study tools to a sample The study and statistical analysis of data The results of the study concluded that there is a statistically significant relationship between moral thinking and the full psychological presence (Mikdadi, 2015: 270).

- Al-Jubouri Study 2017 “Moral Thinking and its Relationship with the Vitality of Conscience for University Students” The study aimed to reveal the degree of moral thinking, vitality of the conscience among Baghdad University students, as well as to reveal the relationship between them, and the differences in each of them according to the variables of sex and specialization, and the study sample consisted of 400 students A student from Baghdad University students, after applying the study tools to the

study sample and analyzing the data statistically, the study concluded that the students of Baghdad University have moral thinking with a degree above the average, and the results also found that there are statistically significant differences in moral thinking according to the gender variable and in favor of females as me The results showed that there were no significant differences according to specialization and the interaction of sex with the specialization, as the results indicated a statistically significant relationship between moral thinking and the vitality of the conscience (Al-Jubouri, 2017: 76).

Second / some studies that dealt with the concept of quality of life

- Kazem and Al-Bahdali 2006 study "Quality of Life for University Students" The study aimed to identify the level of quality of life for university students in both the Sultanate of Oman and Libya and the role of some variables in the quality of life, and the study sample consisted of 400 students from both countries, and after applying the quality of life measure On the study sample and statistical analysis of the study, the study reached a high level of quality of life in two dimensions, the quality of public health and the quality of leisure time and low in two dimensions, the quality of mental health and the quality of the emotional side. The results also found that there are statistically significant differences in the country and type, and between type and specialization Kazem Bahadli 2006: 1).

- Naiseh study (2012) "Quality of Life for Damascus and Tishreen University Students" The study aimed to identify the level of quality of life for Damascus and Tishreen University students and to uncover differences according to variables (country, type, specialization) in quality of life, the study used (a forgotten and Kazem scale, 2006) on the study sample of 360 male and female students from both universities, and the results indicated

To the existence of a low level of quality of life among the students of the universities of Damascus and Tishreen, and the results also found that there are statistically significant differences in specialization and interaction (Naissa, 2012: 146).

- The Sabah and Al-Shujairy Study 2017 "Quality of Spiritual Life and its Relationship with Psychological Immunity among Algerian and Iraqi Students" The study aimed to identify the levels of both quality of life and psychological immunity

among Anbar and Saeed university students and to reveal the differences in the level of the variables by country, and to reveal the relationship between quality of life and psychological immunity The study used a measure of spiritual quality of life (Dalian and Freey, 2004) on the study sample of 187 students from both universities, and the results indicated a high level of quality of life among Anbar University students in Iraq, while the results indicated that the level of quality of life It was low for Algerian students (Sabah and Al Shujairy, 2017).

Commenting on previous studies of the concepts of ethical thinking and quality of life

The researcher reviewed a set of previous studies that dealt with the concepts of the current research and noted their difference in objectives, the concepts that discussed the relationship with them, the sizes and type of samples and the tools that relied on them in measuring and estimating different concepts, as they differed in the use of statistical methods according to their purpose, as previous studies have reached Various results. Previous studies have helped the researcher to increase knowledge and knowledge of all that would enrich her research and support his methodological procedures and enhance the importance of her research concepts and shed light on the important role of the current research concepts in the lives of individuals and discussing the results. JH in the light of the results of previous studies.

Research methodology and procedures

First: The research methodology: - In the current research, the researcher relied on the descriptive approach, as it is appropriate to the current research topic, as he describes the phenomenon as it exists in reality, and reveals the conditions and relationships between reality and facts, in addition to understanding, interpretation and comparison, highlighting the past for further and insight And performs to the future to extract predictions.

Second: The research community: - The current research community consists of all male and female students of the colleges of the University of Baghdad, and from the four academic levels and human and scientific specializations, whose number is (15553) male and female students, according to the official records in the university's registration division and table (1) shows the distribution of numbers and proportions of society Research according to gender and specialization variables- :

Table(1)

The research population according to the total number of students of scientific and human colleges for the morning study

Total	female	Male	Humanities colleges	Total	Female	Male	Scientific colleges
7403	4543	2860	Total	8150	4692	3458	Total
48%	29%	19%	The ratio	52%	30%	22%	The ratio

Third: The research sample: The study sample consisted of (400) male and female students from various academic levels, who were chosen by the random class method from the study community as shown in Table (2)- :

Table (2) shows the numbers of students and their percentages in the study sample, according to specialization and gender

Total	Human colleges	Human colleges	Human colleges	t	total	female	male	Scientific colleges	t
80	Law	Law	Law	3	140	75	65	Science	1
120	Ibn Rushd	Ibn Rushd	Ibn Rushd	4	60	45	15	Nursing	2
Total	Total	80	Total		200	120	Total	Total	
Proportions	Proportions	20%	Proportions		50%	30%	Proportions	Proportions	

Fourth: Research tools- :

Moral Thinking Scale: To measure the first variable in the current research, the researcher used the Moral Thinking Scale prepared by Jabouri (2017) and originally composed of (30) paragraphs. The paragraphs are represented in the style of verbal positions and each verbal position consists of a phrase that includes a problem or issue that requires decision or behavior and who Attitudes facing students in daily real life and each phrase follows two options, one of which represents behavior or decision-

making that matches the moral value, and the other option represents behavior or behavior commensurate with the issue, but it avoids practicing ethical principles. The options were randomly distributed in the first order and the I am.

Logical analysis of scale paragraphs: apparent honesty is one of the basic ingredients that should be available in the research tool. The research tool is considered true when you measure what was set to measure it (Al Ghareeb: 1985: 87). The paragraphs of the scale were presented in their initial form to a committee of experts specialized in the field of educational and psychological sciences to express their views on the extent of their validity and the validity of the alternatives. The researcher has taken (80%) of Consensus of the arbitrators as a criterion for accepting the paragraph in the scale, and to ensure its validity more, the researcher used a quay square test as shown in Table (3), which shows that all positions were valid.

Table( 3)

Chi-square values and percentages of expert agreement on the validity of Paragraphs of Moral Thinking

level	the value Tabular	Square value Kay	The ratio Centenary	Non Okay	Okay <sup>l</sup>	Number Experts	No. of items
indication	84.3	10	100%	zero	10	10	17,20,18, 9, 8, 15, 6, 12, 4, 1, 2, 3 10,26,24,11,14 21,28,30,23, 29, 16, 25,19
Function		6	90%	1	9	10	5, 7, 13, 22, 27

Instructions and correction of the scale: To ensure the clarity of the instructions and the paragraphs of the scale, the scale was applied to an exploratory sample of (40) male and female students, and it was found through the application that the instructions for answering the scale and its paragraphs were clear and understandable, and the time taken by the sample members in their responses to the scale ranged Between (9-15) minutes, and the scale is correct that one degree is given to the alternative that matches the principles, and a zero degree is given to the alternative that does not adhere to the ethical principle and thus the highest degree that the

respondent can obtain (30) degrees, and the lowest degree can be obtained (zero), The mean for the scale is (15) degrees.

Statistical analysis of the scale paragraphs: The researcher identified the upper and lower end groups of (108) male and female students, and to obtain the discriminatory power of the scale paragraphs, the researcher used the Chi square test and its value was considered an indicator to distinguish each paragraph by comparing it with the tabular value (3,84) At the significance level (0.05) and the degree of freedom (1), and all the values of the Kay square were greater than the tabular value, and thus all paragraphs of the scale are statistically significant at the level (0.05) and thus all the paragraphs are distinct, as shown in Table (4).

Table (4)

Coefficients for distinguishing paragraphs of the moral thinking scale using the two extremes groups

indication	The value of the Chi square		The lowest (108)		Supreme (108)		Paragra ph number
	Tabular	Calculated	indication	zero	one	zero	
Function	84.3	47.06	Function	70	88	20	1
Function	84.3	50.63	Function	49	104	4	2
Function	84.3	59.75	Function	68	95	13	3
Function	84.3	21.31	Function	30	103	5	4
Function	84.3	34.23	Function	45	100	8	5
Function	84.3	11.40	Function	40	90	18	6
Function	84.3	36.57	Function	45	101	7	7
Function	84.3	31.93	Function	40	102	6	8
Function	84.3	50.38	Function	60	97	11	9
Function	84.3	23.54	Function	28	105	3	10
Function	84.3	19.21	Function	45	92	16	11
Function	84.3	16.61	Function	26	103	5	12

Function	84.3	69.18	Function	63	102	6	13
Function	84.3	8.70	Function	29	96	12	14
Function	84.3	19.82	Function	35	98	10	15
Function	84.3	62.53	Function	72	93	15	16
Function	84.3	25.28	Function	43	97	11	17
Function	84.3	45.68	Function	40	107	1	18
Function	84.3	42.85	Function	66	89	19	19
Function	84.3	34.81	Function	47	99	9	20
Function	84.3	24.68	Function	24	95	13	21
Function	84.3	32.99	Function	39	103	5	22
Function	84.3	79.78	Function	79	94	14	23
Function	84.3	42.98	Function	54	98	10	24
Function	84.3	29.31	Function	49	95	13	25
Function	84.3	48.69	Function	59	97	11	26
Function	84.3	30.96	Function	41	101	7	27
Function	84.3	60.21	Function	81	84	24	28
Function	84.3	29.22	Function	38	102	6	29
Function	84.3	16.55	Function	31	100	8	30

The relationship of the degree of the paragraph to the total degree of the scale, and this method creates a standard criterion that can be adopted in finding the relationship between the degrees of individuals on each paragraph and their total score on the scale, as the greater the coefficient of the paragraph related to the total total, the inclusion in the scale increases the probability of obtaining a more homogeneous scale (return Al-Khalili, 1988: 304). Therefore, the researcher used the point reference correlation coefficient to calculate the correlation coefficient between the degrees of each paragraph and the overall degree of the scale, and it was found that all correlation coefficients were statistically and honestly if all calculated correlation

coefficients were greater than the critical value of the art coefficient The null and denominated (0.098), as shown in Table (5).

Table (5)

The value of the point value correlation coefficient of the vertebral relationship of the overall degree

Correlation coefficient value	t	Correlation coefficient value	t	Correlation coefficient value	t
0.392	21	0.379	11	0.484	1
0.451	22	0.382	12	0.517	2
0.322	23	0.607	13	0.453	3
0.413	24	0.419	14	0.237	4
0.284	25	0.439	15	0.389	5
0.362	26	0.607	16	0.322	6
0.410	27	0.311	17	0.425	7
0.561	28	0.463	18	0.379	8
0.530	29	0.459	19	0.397	9
0.453	30	0.463	20	0.348	10

Stability test: The researcher calculated the stability of the scale using the Pearson correlation coefficient between the two applications. The stability coefficient reached in this method (0,82), and the researcher used the Richard Richardson Koder 20 (KR-20) equation because it is more common in estimating stability, and measuring the extent of internal consistency. For paragraphs, they are used in tests that give one score for the correct answer and zero for the wrong answer, and the coefficient of stability (0,84).

.2Quality of Life Scale: To measure the second variable in the current research, the researcher used the Quality of Life scale prepared by Mansi and Kazem (2006) and originally composed of (6) components or axes: public health, family and social life,

education, emotions, mental health, Occupy and manage time, with (10) paragraphs for each axis, including five positive paragraphs and five other negative and with a five-step response scale that starts (never, very little, somewhat, much, very much)

Logical analysis of the paragraphs of the scale: the scale was presented to a committee of experts specialized in the field of educational and psychological sciences, and they were asked to judge the suitability of the instructions for answering and the affiliation of the paragraphs to the axis in which they were placed, the quality of the formulation of paragraphs and their clarity, and the judgment on the alternatives to answer and the extent of their suitability to formulate paragraphs, The arbitration process resulted in an expert agreement ranging between (83-100%) on the validity of the paragraphs in terms of their formulation and their affiliation with the axis in which they were placed, along with proposing amendments in the formulation of some paragraphs that were all taken.

▪Statistical analysis of scale paragraphs: To obtain the discriminatory power of scale paragraphs, the researcher used the T-test of two independent samples to reveal the significance of the differences between the average of the paragraphs in the upper and lower groups, which were determined on the basis of the total score for each of the six axis of the scale, and the T-values ranged between (3) , 40 - 15.99), and all T values were greater than the tabular value of (1,96), and thus all paragraphs of the scale are statistically significant at the level (0.05), as shown in Table (6).

Table (6) shows the T values of the quality of life paragraphs

indicators	(t)	indicators	(t)	indicators	(t)
3. Education and study		2. Family and social life		1. Public health	
Function	11.8	Function	11.10	Function	22.4
Function	96.2	Function	34.6	Function	56.4
Function	40.4	Function	21.9	Function	32.4
Function	19.4	Function	09.11	Function	40.4
Function	44.8	Function	45.12	Function	66.4
Function	97.8	Function	71.10	Function	34.4

Function	26.8	Function	34.4	Function	43.4
Function	15.8	Function	33.9	Function	22.4
Function	33.5	Function	29.8	Function	81.4
Function	27.5	Function	24.11	Function	88.4
indication	( t )	indication	( t )	indicatio n	(t)
3- Work and manage time		2- mental health		1- Emotions	
Function	78.1	Function	32.10	Function	12.4
Function	66.4	Function	39.8	Function	77.4
Function	48.8	Function	28.10	Function	32.4
Function	21.8	Function	47.8	Function	46.4
Function	45.9	Function	92.8	Function	95.4
Function	39.1	Function	37.11	Function	46.4
Function	44.9	Function	55.3	Function	58.4
Function	73.1	Function	31.5	Function	88.4
Function	99.1	Function	98.13	Function	22.4
indication	16.1	indication	44.5	Function	62.4

Stability of the scale: The researcher calculated the stability of the scale in the alpha-Kronbach method for each of the six axes of the scale. (Jaber, 1989: 310), and Table (7) shows the coefficients of the stability of the scale and its six axes.

Table (7) Coefficients of Constant Quality of Life Measurement

The value of the alpha-kronbach coefficient	Scale axes	T
71.0	Public Health	1
80.0	Family and social life	2

78.0	Education and study	3
73.0	Emotions	4
70.0	Psychological health	5
85.0	Run and manage time	6
92.0	The measure of the quality of life for university students in general	

The final application After the researcher has completed the necessary procedures to ensure the suitability of the research tools to the goals of the current research and its sample and verify the validity and stability of the two measures, the researcher applied the moral thinking scale and quality of life measure to the basic research sample of (400) students who were chosen in the simple random class method from colleges All university, and in light of the two variables (gender and specialization) as explained in this chapter, the results will be presented and explained in the fourth semester of the current research.

Statistical means: The researcher used the statistical means that are appropriate to the research and the nature of its goals based on the advice of some specialists in statistics. The methods used were as follows:

- 1- Arithmetic mean and standard deviation: - To reveal the mean and standard deviations for the scores of the research sample.
- 2- Square Ka: - Calculation of apparent honesty, and the discriminatory power of a measure of moral reasoning.
- 3- Pearson correlation coefficient: - In calculating the coefficient of persistence in a re-test method, revealing the correlation of the degree of the paragraph with the overall degree of research tools, and revealing the relationship between the two variables of moral thinking and quality of life.
- 4- T-Test for one sample: - To know the degree of moral thinking and to know the level of quality of life for university students.

- 5- T-Test for two independent samples: - To reveal the discriminatory force of the quality of life scale.
- 6- Analysis of bilateral variance: - To identify the significance of the differences in the degrees of moral thinking and quality of life according to the variables of sex and specialization.

Research results

The first goal: to identify the "degree of moral thinking among students of the University of Baghdad"

To achieve this goal, the researcher applied an ethical thinking scale to the basic research sample of (400) male and female students, and after collecting data and statistically analyzing them, and using T-test for one sample, it was found that the calculated T value is equal to (26.764) which is greater than the tabular value at the level of significance (0.05) And degree of freedom (399), and Table (7) clarifies this.

Table (7)

T-test results to indicate the difference between the calculated mean

The theoretical mean of the sample scores on the moral thinking scale

Significance level		T value		The average Theoretical	deviation The normative	The average Calculated	the sample
		Tabular	Calculated				
D.	0.05	1.96	26.764	15	4.237	20.67	400

The result presented in the above table indicates that Baghdad University students possess moral reasoning above the average, and the current result is consistent with my studies (Musharraf, 2009) and (Al-Jubouri, 2017), and this result can be interpreted as consistent

With the nature of the Iraqi society, which is characterized by the rule of religious values, customs and tribal customs that emphasize the need to harmonize the behavior of the individual with the values and moral principles and the distinction between

right and wrong, and social desirability is an impetus to guide students towards the investigation of good behavior in different situations.

The second goal is to identify "statistically significant differences in the degree of moral thinking according to the variables of sex and specialization among students of the University of Baghdad" To achieve this goal, the researcher extracted the arithmetic averages and standard deviations of students' scores on the scale of moral thinking according to the variables of sex and specialization as shown in table (8).

Table (8)

Mathematical Averages and Standard Deviations of the Research Sample on an Ethical Thinking Scale

standard deviation	Arithmetic mean	Specialization	the number	GENDER
4.821	18.34	scientific	80	MALE
4.215	20.38	Humanitarian	80	
3.371	22.50	scientific	120	FEMALE
3.774	20.68	Humanitarian	120	
4.375	20.64	scientific	200	The sample as a whole
4.186	18.34	Humanitarian	200	

o reveal the significance of the statistical differences between the arithmetic averages according to the gender and specialization variables, the researcher used the analysis of the two-way variance and the calculated values were as shown in Table (9) - :

Table (9)

Results of the analysis of variance to reveal the differences in the degree of moral thinking according to the variables of sex and specialization

indication (0.05)	Value F		Average squares	Degree of freedom	Sum of squares	Source of contrast
	Tabular	Calculated				
Function	3.84	8.014	1247.924	1	1247.924	Sex

Not significant		1.282	199.657	1	199.657	Specialization
Not significant		3.811	593.518	1	593.518	Sex * major
			155.518	396	61659.339	The error
					7.065.941	Kidney

The results shown in the above table indicate the following:

1. There is a statistically significant difference in the degree of moral thinking according to the gender variable and in favor of females
2. There is no statistically significant difference in the degree of moral thinking according to the variable of specialization (scientific, human)
3. There is no statistically significant difference in the degree of moral thinking according to the interaction of the sex and specialty variables.

The results of the current study are consistent with the study (Al-Jubouri, 2017) in that the degree of moral thinking among male students is lower than that of female students, and this result appears to be consistent with family and societal upbringing trends that require girls to adhere to standards and behavioral and ethical values, while being more tolerant and lenient with Males when they violate some of the values and principles agreed upon by the community, citing this by the audacity of the males and their authority in society in general, as the current result agrees with the study (Musharraf, 2009) that students do not differ in the level of the degree of moral thinking according to their specialization.

The third objective is to identify "the quality of life for Baghdad University students" to achieve this goal. The researcher applied the measure of quality of life with its six components to the basic research sample of (400) students, and after extracting the average of the sample scores and analyzing the data statistically by using the T-test for one sample that shows that the value The calculated T for the total degree of quality of life is (137,000), which is a function at the significance level (0.05) and the degree of freedom (399), and Table (10) shows that.

Table (10)

T-test results to indicate the difference between the calculated mean

The theoretical mean for the quality of life variable

Significance level 0.05	T value		المؤوسط النظري	deviation The normative	The average Calculated	variable
	Tabular	Calculated				
Function	1.96	9.382	30	4.583	32.15	Public Health
Function		31.153	30	5.444	38.48	Family life
Function		13.209	30	6.223	34.11	Education and study
Not significant		0.719	30	6.391	29.77	Emotions
Not significant		0.410	30	4.873	30.10	Psychological health
Function		13.128	30	6.505	34.27	Run and manage time
Function		137.000	180	24.654	198.88	Total Quality of Life

The result presented in the above table indicates that there is a difference between the calculated average and the theoretical average of the variable of the quality of life in all its components except for the emotions and mental health components, and since the difference is in favor of the calculated average, this means an increase in the level of quality of life among the sample members in general, and the current result is consistent with my studies ( Kazem and Al-Bahadly, 2006) and (Sabah and Al-Shujairy, 2017) We can explain this result because the reason for this is due to the nature of life in Arab society represented by family cohesion and social relations as well as the university level which is a high level of education and proving self-fulfillment, which It reflects positively on the individual's feeling of quality of life.

The fourth objective, "Statistically significant differences in the quality of life according to the sex and specialty variables of Baghdad University students. To achieve this goal, the researcher extracted the arithmetic averages and the standard deviations of the students' scores on the quality of life scale according to the sex and specialty variables as shown in Table (11)

Table (11)

Mathematical Averages and Standard Deviations of the Research Sample on the Quality of Life Scale

standard deviation	Arithmetic mean	Specialization	the number	gender
24.115	198.01	scientific	80	Male
24.393	198.43	Humanitarian	80	
24.921	198.94	scientific	120	Female
25.099	199.72	Humanitarian	120	
24.598	198.634	scientific	200	The sample as a whole
24.816	199.126	Humanitarian	200	

To reveal the significance of the statistical differences between the arithmetic averages according to the sex and specialization variables, the researcher used the analysis of the two-way variance and the calculated values were as shown in Table (12)- :

Table (12)

Results of the analysis of variance to reveal the differences in the degree of quality of life according to the variables of sex and specialization

indication (0.05)	Value f		Average squares	Degree of freedom	Sum of squares	Source of contrast
	Tabular	Calculated				

Not significant	3.84	3.049	25.920	1	25.920	gender
Not significant		3.777	32.112	1	32.112	Specialization
Not significant		3.409	28.980	1	28.980	gender * major
		8.500		396	3366.250	The error
					3453.262	Kidney

The results shown in the above table indicate the following:

1. There was no statistically significant difference in the degree of quality of life according to the gender variable
2. There is no statistically significant difference in the degree of quality of life according to the variable of specialization (scientific, human) .
3. There is no statistically significant difference in the degree of quality of life according to the interaction of the sex and specialty variables.

The fifth goal is to identify the "statistically significant relationship between moral thinking and the quality of life for Baghdad University students" To achieve this goal, the researcher extracted a Pearson correlation coefficient between the degrees of the individuals in the research sample on the moral thinking, quality of life, and table (13) illustrates this- :

Table (13)

Evaluate the correlation coefficients between ethical thinking and components of quality of life for Baghdad University students

Statistical significance	T value		Correlation coefficient	Variables
		Calculated		
Function		6.761	0.321	Moral thinking and its relationship to public health
Function		5.909	0.284	Moral thinking and its relationship to family life

Function	1.96	5.217	0.253	Moral thinking and its relationship to education and study
Function		6.668	0.317	Moral thinking and its relationship to emotions
Function		7.995	0.372	Moral thinking and its relationship to mental health
Function		4.758	0.232	Moral thinking and its relationship to occupying and managing time
Function		6.068	0.291	Moral thinking and its relationship to quality of life as a whole

The current result indicates that the calculated T-values for the correlation coefficient are greater than the critical value of (0.13) at the level of significance (0.05) and degree of freedom (398), and this means that there is a correlation relationship with statistical significance between the two variables of moral thinking and quality of life for Baghdad University students, and is consistent The current result with the results of a study (Musharraf, 2009) that indicated a significant correlation between moral thinking and social responsibility, and a study (Miqdadi, 2015) which indicated a statistically significant relationship between moral thinking and a full psychological presence.

Second: Conclusions In light of the results reached, we can conclude the following points:

1. University students enjoy a good degree of moral reasoning and a high level of quality of life.
2. The gender of the student affects his degree of moral reasoning, while not affecting his quality of life.
3. The student's specialization does not affect the degree of his moral reasoning or his quality of life.

Third: Recommendations to complement the benefit envisaged from the research, the researcher provides the following recommendations:

1. Emphasizing the role of the family in building the moral system among children in a positive way and preparing children to face life with positive flexibility with regard to the ethical system.
2. The need for the university to pay attention to providing counseling services to students with the aim of guiding them on how to deal with various life difficulties and emphasizing good manners.
3. Working to improve the quality of life by increasing awareness, providing support to students, and providing job opportunities that suit their various abilities and specialties.

Fourth: The proposals to complement the aspects of the research, the researcher suggests the following:

1. Conducting similar studies on different samples.
2. Conducting studies aiming to discover the factors that affect the quality of life.
3. Conducting studies aimed at revealing the relationship of research variables with other variables, such as their relationship to personality traits and self-awareness.

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