Moral Intelligence among Kindergarten Children and It's Relationship with Social Skills

Dr. Ahlam Hassan Mane Al-Adwan

College of Science and Arts in Qurayyat Educational psychology / Growth and Childhood, Al-Jouf University, Kingdom Saudi Arabia
a7lamhh@yahoo.com

Abstract

This study aimed to explore the level of moral intelligence and social skills, and the relationship between moral intelligence and social skills among kindergarten children in Amman. The sample of the study consisted of (214) male and female child, (90 males and 124 females) who registered in Jordan University School kindergarten in Amman city selected purposely, The moral intelligence scale and social skills scale were applied upon the study sample. The results showed that moral Intelligence level was middle, social skills level was middle, as well as the result showed that there is a strong positive relationship between moral intelligence and social skills among Kindergarten Children in Amman. Based on the results, the study recommended enhancing moral intelligence among children through expose them to real situation in which they can simulate it.

Key words: Moral intelligence, Social skills, Kindergarten children.

The introduction :

Childhood development is one of the stages of human development, where the stages of a child's development pass into different stages of development. kindergartens seek to develop the child's rehabilitation and educate the child by moving to the primary school, where it begins to develop his abilities and capabilities.

The concept of intelligence has received great attention from educators and psychologists who have different points of views of intelligence.

Terman defined it as the ability to practice abstract thinking, Guilford defined it as the use of goal-directed understanding and awareness to judge creatively and qualify innovation, and Gardner viewed intelligence as a potential vital psychological effort to process information that The individual can face it in his cultural environment in order to solve problems or produce results of value or more from cultural frameworks, depending on the requirements of culture and coexistence with it (Momani, 2015).

The concept of moral intelligence appeared in (1997) when the scientist (Coles) published the first scientific article under the title The Moral Intelligence of Children. His article included a definition of the concept of moral intelligence that includes the distinction between right and wrong (Coles, 1997).

Borba (2001) believes that moral intelligence is the ability to distinguish right from wrong, where moral convictions push the individual to act in a morally correct manner, and these capabilities include basic characteristics and features , including: awareness of the pain of others, self-control, control of negative motives, and fairness to others before Passing judgments, challenging and combating injustice and treating others with respect, appreciation and affection.

Qatami (2009) agreed Borba in defining the concept of moral intelligence, defining it as the ability to distinguish between right and wrong after understanding and comprehending it, and adherence to moral values, prohibitions and commands while (Beheshtifar, Moghadam & Esmaeli, 2011) , they indicated that moral intelligence is the actual application in real situations of universal moral principles that would differentiate between right and wrong.

The researcher finds that moral intelligence is linked to mental processes such as

understanding and awareness, and the use of these processes in determining right and wrong, then the commitment to practice ethical behavior which is appropriate to the social environment

Moral intelligence is related to moral growth, which refers to those quantitative and qualitative changes in moral behavior. As the individual grows, his moral rules grow in quantity and quality (Shehata, 2008).

The concept of moral intelligence is related to the concept of emotional intelligence, as emotional intelligence refers to the individual's ability to control his own feelings and emotions and the emotions of others it also expresses his ability to distinguish between these emotions and use this knowledge to direct his behavior and thinking (Mayer & Salovey, 1990), the moral intelligence is also linked to the social intelligence which refers to the individual's ability to get along with and deal with others, and the individual's possession of skills related to perceiving situations and social dynamics that govern him (Albrecht, 2004).

It can be said that moral intelligence is also related to maturity. According to what both Piaget and Kohlberg see, the growth of moral intelligence is part of the process of maturity which means that moral behavior is linked to a series of stages similar to the cognitive development of a child, and these stages are characterized by a logical sequence, and that all children, regardless of their culture , go through these stages (Al-Ta'i, 2010).

The upbringing of morals in children will develop their moral intelligence, and this process begins at the beginning of their life stages, by teaching parents and children to behave in ways and means acceptable to the society around them. However, this process of education takes place gradually (Al-Atoum, Alawneh, Al-Jarrah and Abu-Ghazaleh, 2005).

This view is confirmed by Al-Ta'i (2010), who sees that children's viewing of violence makes children hostile, more anxious and fearful, and reduces children's sensitivity to empathy, which is one of the main components of moral intelligence. On the other hand,(Elliott, Kratoch, and Travers, 2000) confirm that the school and parents should introduce moral behaviors to their children, and the school should follow up on what the family offers to the

child in the field of developing moral intelligence, and discuss some moral dilemmas with them.

Kohlberg's theory of moral development started from Piaget's thought of cognitive and moral development.

Kohlberg's theory is considered as one of the latest theories of moral development. Kohlberg was influenced by Jean Piaget in three main aspects: theoretical formulations, the concept of developmental stages, and his approach to research (Mcleod, 2013).

Cognitive growth from Kohlberg's point of view represents a necessary condition for the growth of moral thinking. Kohlberg relied on his measurement of the growth of moral thinking on the clinical method , where he relied on stories that present hypothetical crises that urge the individual to make moral decisions, he considered answering these crises with "yes" or "no" insufficient to evaluate moral thinking and from here he was interested in searching for the thinking behind these answers by revealing The reasons that led to that judgment (Shehata, 2008).

Moral intelligence is a faculty or ability that includes seven essential components or virtues, which form the moral basis of the individual, and together form the general character of the individual's personality. These virtues as seen by Borba (2000) are:

Empathy: An individual's ability to understand the feelings and needs of others

Conscience: It refers to the set of higher values available in building the individual's knowledge, and works to control and direct behavior in a socially acceptable manner.

Control-Self: It is the individual's ability to adjust and control his behavior, so that work appears in a correct manner away from mistakes.

Respect: It refers to giving value to everyone, regardless of their status and age.

Kindness: Caring for the happiness of others by helping them to achieve their goals, understanding their needs and working to meet those needs as much as possible.

Tolerance: It is open-mindedness towards the beliefs and opinions of others, the respect of

human dignity and humanity and the respect of the beliefs of others regardless of race and religion.

Fairness: It is giving others their rights and dealing with them on the basis of strong integrity without discrimination.

Social Skills :

Kindergartens work to achieve the integrated growth of the child's personality from all sides. Just as the mental aspects are important in a child's life, social skills as well have an important role in the child's success in establishing effective social relationships with his peers. The decline of these skills explains the weak skills of some children; Despite their high mental abilities.

The child lives in the shadow of a network of relationships that includes parents, peers, relatives and teachers. Abu Jadu (2004) confirms that children who have a greater number of friends tend to be more altruistic and self-esteem so that this interaction with others contributes to determining the nature of the child's perceptions about Himself.

Social skills contribute to building the child's personality, as the child acquires them in the early childhood stage from his family, environment and the habits of his society, then the child simulates some social roles. Therefore, the more the child practices these skills in his society in a healthy and positive manner, the more his personality develops in a healthy manner (Salman, 2015).

Shawky (2003) concludes that the skill has a number of characteristics, including: the skill depends on the process of understanding, and it takes time and effort to learn ,that it is acquired (learned), it is also a performance and a series of movements .The forms of the skill vary (verbal - mental - sensory - social). These skills can be measured .

Ibrahim (2004) considers that social skills are elements of behavior that are important to a person, in order to maintain positive interaction with others, and thus include many skills: such as cooperation, social participation, friendship, free competition, independence and all the elements of behavior that make the individual an effective element in his community. While

Goleman (2000) sees that social skills are skills aimed at producing reactions required by others, and include: influence, communication, conflict management, leadership, elicit change, building friendships and bonds, cooperation, coordination, and team capabilities. While the American Curriculum Development and Supervision Organization defined social skills as the sum of knowledge, experiences and values that make the learner able to understand, manage and express himself, and positively adapt to his surroundings in a way that qualifies him to manage his life tasks successfully, such as learning, achievement, forming relationships, and adapting to the demands and challenges of daily life. Which enhances his physical, mental, psychological and spiritual health and well-being (Association of Development Curriculums and Supervision, 2005).

The researcher believes that social skills are complex skills of knowledge, attitudes, and values that qualify the individual to adapt with himself and with others by having self-awareness and analysis of his social and emotional behavior.

The concept of social skills has some implications, including what Tomey mentioned (Tomey, 1998) as follows: decision-making , problem solving, innovative and critical thinking, communication skills ,interpersonal relationships, self-awareness and empathy with others ,compatibility with life pressures and controlling personal emotions .

As for Riggio (Riggio ,1990), he sees that social skills include the following :

1- Non-verbal communication: which includes the following:

a- Emotional expression such as facial expression, voice characteristics, and body gestures.

b- Emotional sensitivity, such as receiving and understanding forms of non-verbal communication emanating from others, whether they reflect their emotions and feelings, their attitudes, or their social status.

C- Emotional control: It includes the individual's ability to control aspects of the expression of internal emotions that are not compatible with the social situation.

2-The verbal communication and it includes the following :

A- Social expression: such as verbal fluency, and interaction with others in an appropriate manner in social conversations.

b- Social sensitivity: It includes the human ability to understand the symbols of verbal communication with others, and to know the habits and standards of social behavior appropriate to social situations.

C- Social control: It refers to the individual's ability to speak confidently during social participation with others and his ability on the other hand to demonstrate an acceptable degree of tact in line with the social situation.

Yaghi (2008) pointed out the importance of social skills, and they can be summarized as follows:

1. Social skills are an important factor in achieving social adjustment within the groups to which the children belong as well as the society.

2. Social skills are useful in overcoming children's problems and directing their interaction with the surrounding environment.

3. Social skills are necessary for every activity that a person performs, as they facilitate the flow of activity and enable him to carry out difficult, large and complex duties.

4. The importance of social skills lies in the fact that they are an important area for communication and social interaction among children, as well as an important area for psychological counseling and training programs to develop life skills.

5. The importance of social skills appears in knowing the individual differences between children and knowing behavioral measurements in many fields (the medical field - leadership - and in the field of psychological health , marital relations researches , and nursing.

6. Learning it leads to interest in responsible behavior.

7. Emphasizes active learning methods, generalizing skills across life situations, developing decision-making, problem solving and communication.

8. It aims to help students to develop attitudes, values, knowledge, and behavioral patterns towards self and others, which allow them to become healthy and competent in a comprehensive manner: social, emotional, academic and physical.

9. It develops a sense of self-worth, and helps students to feel effective while facing their daily responsibilities and various challenges.

Although moral intelligence and social skills are relatively recent concepts in psychology, they have received many studies and research; Because of their importance in building a normal personality.

Mahasneh (2014) conducted a study aimed at revealing the level of moral competence among a sample of the students of the Hashemite University in Jordan. The study sample consisted of (909) male and female students who were chosen randomly. To measure moral competence, the researcher used the scale of Daniel and Benjamin (Benjamin & Daniel, which included the following three dimensions: honesty, managing good impressions towards others, and social responsibility towards others. The results of the study indicated that university students have a medium degree of moral competence on the moral competence scale as a whole and on all its sub-dimensions. The results also indicated that there are significant differences which have Statistical significance in the moral efficiency of university students due to the academic level in favor of the fourth year students.

The study of Atefeh, Tayebeh, Ali, Muhammad and Rasoul (Atefeh, Tayebeh, Ali, Mohammad, & Rasoul, 2014) aimed to reveal the level of moral intelligence among a sample of faculty and administrative staff at Izaa' Islamic University in Iran. The sample of the study consisted of (94) teachers. To achieve the goal of the study, the researchers built a measure of moral intelligence that includes measuring the seven domains of moral intelligence defined by Boria.

The results of the study revealed that faculty members and administrative managers have a high degree of moral intelligence.

Al-Zuhairi's study (2013) also aimed to show the relationship between the moral intelligence variable and the social tolerance variable among

a sample of (306) middle school students in Baghdad governorate. The study concluded that middle school students have a high level of moral intelligence, and there are no statistically significant differences in moral intelligence and in the results of social tolerance due to gender. The results of the study also revealed a positive and statistically significant relationship between the variable of moral intelligence and the variable of social tolerance. Students with high moral intelligence have a high degree of social tolerance.

Husseinpoor & Ranjdoost (Husseinpoor & Ranjdoost , 2013) conducted a study that aimed to clarify the relationship between academic achievement and moral intelligence. The study sample consisted of (2010) male and female students of the third year of secondary school in the city of Tehran, and the researchers applied a measure of moral intelligence to the sample prepared by them that includes the following dimensions of moral intelligence: honesty, tolerance, responsibility towards others, and courtship of others. The study showed that there was a statistically significant relationship between academic achievement and moral intelligence with absence of statistically significant differences in moral intelligence due to the gender of the student. The results of the study indicated that there were statistically significant differences in the dimension of responsibility towards others due to the field of specialization in favor of students of natural sciences compared with students of social sciences .

The study of Nobahar and Nobahar (Nobahar and Nobahar ,2013), aimed to reveal the level of moral intelligence among the library employees of an Iranian university, and to reveal the differences in moral intelligence among employees according to the variable of gender and age.

The measure of moral intelligence included the following dimensions: integrity, compassion, responsibility towards others, and tolerance. The results of the study indicated that the library staff at the university had a medium degree of moral intelligence on the moral intelligence scale as a whole on all sub-scale dimensions. The results also indicated that there were no statistically significant differences in the level of moral intelligence due to the employee's gender or age.

The study of Suleiman (2011) aimed to reveal the extent of the spread of social skills (cooperation, emotional participation, interaction with adults, discipline) among kindergartens from the age of 4 and 5 years, males and females, and to know the relationship between these skills among children and their parents' evaluation of them. This research was conducted on a sample of (200) children from the Damascus governorate, and on (200) parents of children . The results showed that social skills (cooperation, emotional participation, interaction with adults, the regime) spread naturally among children who constitute the sample members from the age of (4 and 5) years, and that there are no differences in social skills among kindergartens according to the gender variable. In addition there are no differences between the average scores of fathers and the average scores of mothers on the parental assessment scale for their children's social skills.

And Al-Taie's study (2010), which aimed to measure the degree to which middle school students possess moral intelligence, and to show the impact of the social branch on moral intelligence. The study sample consisted of (400) middle school students enrolled in three schools in the city of Baghdad. The study concluded that middle school students possess a high degree of moral intelligence, and the results of the study indicated that there are statistically significant differences in the degree of moral intelligence due to the student's gender and in favor of males.

Shehata (2008) conducted a study that aimed to examine the impact of the interaction of gender and cultural background (urban rural) on the dimensions of moral intelligence, and to identify the nature of the relationship between moral intelligence and the dimensions of the social environment of the family and class, in line with the contribution of the social environment of the family and class to predicting moral intelligence, the study sample consisted From (452) male and female students who live in rural and urban areas.

The study concluded that there is a positive correlation between moral intelligence and the dimensions of the class environment among the students in the research sample.

By reviewing previous studies, it became clear that there are a number of previous Arab and foreign studies that aimed to reveal the level of moral intelligence and social skills among samples of different age groups. It is also noted that some previous studies used measures of moral intelligence with some dimensions of the seven virtues defined by Borba. The questionnaire was also used to measure social skills.

This study is similar to previous studies that focused on the study of moral intelligence or studies that focused on the study of social skills, and similar to previous studies in the application of the questionnaire to the study members to collect data.

This study was characterized by the fact that it dealt with the variable of moral intelligence and the variable of social skills together, and the relationship between them among children in the kindergartens stage.

Study Problem :

Technological developments and communication systems have led to changes in Arab society, and these changes indicate the existence of clear problems in the value system, such as the spread of crime, and the prioritization of personal interests over the interests of society(Al-Tai' 2010).

Attention to the upbringing and development of morals in children leads to the development of their moral intelligence. However, this process begins at the beginning of their life stages (Ghazaleh, 2005).

Kindergartens are also interested in developing social skills in children, as they are one of the important elements that determine the nature of the child's daily interactions because the child lives in the shadow of a network of relationships, which makes social skills the ground on which the child practices his moral behaviors . Abu Jadu (2004) confirms that Children who have more friends tend to be more altruistic and have higher self-esteem.

From here this study came to achieve a main goal, which is to reveal the level of moral intelligence and social skills among kindergarten children in Amman-Jordan.

Objectives of the study :

This study aims at achieving the following :

-Detecting the level of moral intelligence among kindergarten children in Amman.

- Detecting the level of social skills of kindergarten children in Amman.

-Revealing the relationship between moral intelligence and social skills among kindergarten children in Amman.

Questions of the study :

1. What is the level of moral intelligence among kindergarten children in Amman?

2. What is the level of social skills for kindergarten children in Amman?

3. Is there a statistically significant relationship at the level of significance (= 0.05α) between moral intelligence and social skills among kindergarten children in Amman?

Importance of the study :

This study has theoretical and practical importance that can be summarized as the following :

1- Theoretical importance: This study presents fictional literature and previous studies that clarify the concept of moral intelligence and social skills, and reveal the results of some studies that can form a clear conception of these two topics. The results of this study may also generate questions for researchers to address an important topic in our Islamic society.

2- Practical importance: This study draws the attention of educators, kindergarten teachers, directors and educational counselors to the importance of developing moral intelligence and social skills, and the relationship between them.

Study limits :

- Objective limits: The objective limits of the study were limited to using the moral intelligence scale and the social skills scale to

reveal their level and the relationship between them. The generalization of the results of this study is determined by the validity and reliability of its tools, and the seriousness of the kindergarten children's response to the study tools.

- Human limits: the study tools were applied to a sample of (214) boys and girls (90 males, 124 females) enrolled in the Jordan University School Kindergarten in Amman.

-Time limits: The study was implemented during the academic year (2017/2018).

Study concepts :

- Moral intelligence: Borba (2001) defines it as the ability to understand right from wrong, so that the individual has moral convictions that push him to act in a morally correct manner.

The researcher defined it procedurally in this study as the ability of the kindergarten child to perceive and adhere to acceptable behaviors in society.

- Social skills: Ibrahim (2004) defines them as elements of behavior that are important to a person, in order to maintain positive interaction with others, and include many skills such as cooperation, social participation, friendship, free competition, and independence.

The researcher defines it procedurally in this study as complex skills of knowledge, attitudes and values that qualify the kindergarten child to adapt with himself and with his society, and it was measured in this study by the degree that the kindergarten child obtains on the social skills scale.

Study Methodology :

This study adopted the descriptive analytical approach for its suitability for the purposes of this study.

Study population and sample:

The children of kindergartens in the city of Amman constitute the study community, and their number reached (28,547) boys and girls,

studying in (28) kindergartens, and (12) private schools.

The Jordan University School Kindergarten was intentionally chosen because of it is near to the researcher's place of residence, and for its cooperation with the researcher. (214) boys and girls (90 males, 124 females) were chosen randomly.

Study tools :

The tools of the study can be described as the following :

First: Moral intelligence scale: The researcher used the Lama El-Dahhan scale (2002), which she prepared to measure the level of moral intelligence among kindergarten children at the age of (5-6) years. The scale consists of (35) questions distributed over six areas as follows:

Honesty: It includes (6) questions.

Secretariat: It includes (6) questions.

Hygiene: It includes (5) questions.

Help and Cooperation: It includes (7) questions.

Adherence to the system: It includes (6) questions.

Maintaining public and private property contains (5) questions.

The scale has appropriate validity and reliability indications for its application to kindergarten children. Its reliability coefficient by the method of application and re-application was (0.87).

The scale presents situations, and for each situation there is a question related to it, so that the child answers each question, and there are three possibilities for the answer:

The first: that the answer is correct and an appropriate justification is given with it, so the child is given a correction (two marks).

Second: The answer is correct and indicates the availability of value to him, but he is not able to give an appropriate justification, so the child is given one mark in the correction.

The third: The answer is wrong, that is, it does not indicate the availability of the value to him and the child is given a (zero) correction.

Thus, the highest overall score for the scale is (70) degrees, and the lowest score is (zero), with a theoretical average of (35) degrees.

The validity of the measure of moral intelligence:

In order to verify the content validity of the moral intelligence scale, it was presented in its initial form to (9) arbitrators with competence and experience from faculty members in some Jordanian universities.

To ensure the validity of the scale construction, the scale was applied to an exploratory sample without the study sample, consisting of (28) children from the kindergarten of the University of Jordan School. The Pearson correlation coefficient was calculated between the degrees of each of its fields and the total score of the scale. Table (1) shows the validity of the construction of moral intelligence scale.

Table 1 :

Pearson's correlation coefficients between the scores of each field and the total score of the moral intelligence scale:

The field	Pearson's correlation coefficient
Honesty	0.87**
Secretariat	0.93**
Hygiene	0.82**
Help and cooperation	0.89**
Adherence to the system	0.83**
Preservation of public and private property	0.85**

** Statistically significant at the level of significance ($\alpha = 0.01$.)

Table (1) shows that the correlation coefficients for each field of moral intelligence with the total score of the scale ranged between (0.82-0.93), which are correlation coefficients that reflect an appropriate construction validity for the procedures of this study.

The stability of the measure of moral intelligence:

The stability of the moral intelligence scale was confirmed by applying it to an exploratory sample consisting of (28) boys and girls from the kindergarten of the University of Jordan School, and re-applying it to them with a difference of two weeks, and the Pearson correlation coefficient was calculated between the two applications, which amounted to (0.87).

Second:

Social Skills Scale:

The scale of Rehab El-Sayed (2005) was used to collect the necessary data from kindergarten children. The scale has three dimensions:

Cooperation: included (6) questions.

Love: Includes (6) questions

Respect: includes (6) questions

The scale included (18) illustrated situations within the family, in the kindergarten, and with the group of companions, as it included (9) positions in the family, (6) positions in the kindergarten, and (3) positions in the community of friends .

The scale has appropriate validity and reliability indications for its application to kindergarten children. Its reliability coefficient by the method of application and re-application is (0.65). However, because the questions of the Sayed (2005) scale were formulated in a simplified Egyptian dialect for the child, the researcher reformulated the questions of the scale to suit the Jordanian society.

Validity of social skills scale:

In order to verify the content validity of the social skills scale, it was presented in its initial form to (9) arbitrators who are specialized and experienced faculty members in some Jordanian universities.

The arbitrators' comments were taken into consideration in modifying the formulation of some questions, so the scale came out in its final form, consisting of (18) questions.

To ensure the validity of the scale construction, the scale was applied to an exploratory sample other than the study sample, consisting of (28) boys and girls from the kindergarten of the University of Jordan School. Table (2) shows the validity of the construction of social skills scale.

Table 2 :

Pearson correlation coefficients between the scores of each field and the total score of the social skills scale:

The field	Pearson correlation coefficient
Cooperation	0.81**
love	0.88**
Respect	0.84**

** Statistically significant at the level of significance ($\alpha = 0.01$.).

Table (2) shows that the correlation coefficients for each feild of social skills with the total score of the scale ranged between (0.81- 0.88), which are correlation coefficients that reflect an appropriate construction validity for the procedures of this study.

The stability of the social skills scale:

The stability of the social skills scale was confirmed by applying it to an exploratory sample of (28) boys and girls from the kindergarten of the University of Jordan School, and re-applying it to them with a difference of two weeks, and the Pearson correlation coefficient was calculated between the two applications, which amounted to (0.83).

Study Procedures:

To achieve the objectives of the study, the following was done:

-Adopting the Dahhan Scale (2002) to measure moral intelligence, and the Sayed Scale (2005) to measure social skills, and to verify its validity and stability.

-Addressing the officials in the Department of Education in the city of Amman to facilitate the study procedures.

-Addressing the Jordan University School Kindergarten to facilitate the study procedures.

- Meeting with kindergarten teachers, presenting the scale to them, defining the purpose of the study, and explaining and clarifying how to apply the scales, as the scales were applied individually, and the application of the two scales lasted (5) days.

-The children's responses were analyzed to answer the study questions.

-In light of the results of the study, some recommendations were presented.

Statistical process :

To answer the study questions, the following statistical methods were used:

Arithmetic averages and standard deviations to answer the first and second questions.

- Pearson Correlation coefficient to answer the third question.

Data analysis and interpretation of results:

This part deals with the aspects related to analyzing the data obtained from the kindergarten children's responses to the study scales, and the results were as follows:

The first question: What is the level of moral intelligence among kindergarten children in Amman?

To answer this question, the arithmetic averages and standard deviations of the study members were calculated on the moral intelligence scale, and the results were, as in Table (3).

Table (3)

Gender	Numbers	Arithmetic average	Standard deviation	Estimation
Male	90	50.02	20.41	Moderate
Female	124	49.43	21.45	Moderate
	214	49.68	20.97	Moderate

Table (3) shows that the arithmetic average of the level of moral intelligence among kindergarten children has reached (49.68) and with a standard deviation of (20.97), and the degree (3.55) corresponds with an estimate of a moderate degree. For male children, it reached (50.02) with a standard deviation of (20.41), while the arithmetic average for females was (49.43) with a standard deviation of (21.45).

This result may be attributed to the fact that moral intelligence requires mental abilities that have not developed in an integrated manner among kindergarten children .

Borba (2001) sees that moral intelligence is the ability to understand right from wrong, and this understanding sometimes requires higher mental skills, and abstract thinking that a child has not reached.

According to Borba's opinion (Borba, 2001), the kindergarten child needs abstract thinking to realize the pain of others, and fairness to others before making judgments. Qatami (2009) also confirms that moral intelligence requires mental skills to distinguish between right and wrong after understanding it.

This result may be attributed to the fact that moral intelligence requires interaction with society and an understanding of society's standards of acceptable behavior.

The kindergarten child did not interact with all segments of society. Moral intelligence refers to that human activity that the individual engages in, taking into account the moral rules accepted in his society (Shehata, 2008). The kindergarten child derives moral practices from his family, kindergarten teachers and peers only.

This result may also be attributed to the correlation between the concept of moral intelligence and moral development, which refers to those quantitative and qualitative changes in moral behavior. As the individual grows, his moral rules grow in quantity and type (Shehata, 2008), which indicates that the opportunity is available for kindergarten children to develop their moral intelligence by continuing their growth and maturity.

Moral intelligence is linked to maturity, according to what Kohlberg & Piaget see, the growth of moral intelligence is part of the process of maturation which means that moral

behavior is linked to a series of stages similar to the cognitive development of a child, and these stages are characterized by a logical sequence, and that all children, Regardless of their culture go through these stages (Al-Ta'i, 2010).

The results of this question are similar to the results of Mahasneh study (2014), which revealed that the level of moral intelligence was average among the students of the Hashemite University in Jordan and the Nobahar and Nobahar study (Nobahar & Nobahar, 2013) which revealed that the level of moral

intelligence was average among the library staff of one Iranian universities.

The second question:

What is the level of social skills for kindergarten children in Amman?

To answer this question, the arithmetic averages and standard deviations of the study members were calculated on the social skills scale, and the results were, as in Table (4).

Table 4

Arithmetic averages and standard deviations of kindergarten children's responses on the social skills scale

Gender	Number	Arithmetic average	standard deviation	Estimation
Male	90	12.36	4.15	Moderate
Female	124	13.21	4.34	Moderate
	214	12.85	4.27	Moderate

Table (4) shows that the arithmetic mean of the level of social skills for kindergarten children has reached (12.85), with a standard deviation of (4.27), and the degree corresponds to (3.55) with an estimate of a moderate degree. Males reached (12.36), with a standard deviation of (4.15), while the arithmetic mean for females was (13.21), with a standard deviation of (4.34).

This result may be attributed to the fact that social skills grow and develop with the growth of the child, and need time to become part of the character of the individual, as the child acquires them in the early childhood stage from his family and environment, the habits of his society, and the child simulates some social roles which helps him in building the elements of his personality . Therefore, the more the child practices these skills in his community in a healthy and positive manner the more his personality will develop in a healthy manner (Salman, 2015).

This result may also be attributed to the fact that social skills are a complex skill, and require the synergy of a large number of abilities and sub-skills that may not have developed definitively in kindergarten children.

Social skills include the ability to appreciate the feelings, sensitivity, and empathy of others, to share their pain and joys and to understand and communicate with others (Younes, 2013). It also includes, according to Ibrahim (2004), cooperation, social participation, friendship, free competition, independence and all the elements of behavior that make the individual an effective element in his society. On the other hand , Goleman (2000) sees that social skills are skills aimed at inducing desired reactions in others, and include: influence, communication and conflict management.

In addition, social skills, like any skill require mental abilities . Shawky (2003) sees that the skill has a number of characteristics, including that the skill depends on the process of understanding, and it takes time and effort to learn, and that it is acquired by learning .

The results of this question are similar to the results of Suleiman's study (2011), which revealed that the extent of social skills (cooperation, emotional participation, interaction with adults, discipline) among kindergarten children aged (4 and 5) was average.

The third question:

Is there a statistically significant relationship at the level of significance (= 0.05α) between moral intelligence and social skills among kindergarten children in Amman?

To answer this question, the Pearson correlation coefficient was conducted between the level of moral intelligence and the level of social skills among kindergarten children in Amman, as shown in Table (5).

Table (5)

Pearson correlation coefficient between the level of moral intelligence and the level of social skills among kindergarten children in the city of Amman

Pearson Coefficient	Moral intelligence	Social skills
Moral intelligence	1	0.83**
Social skills	0.83**	1

** Significance at significance level ($\alpha = 0.01$).

Table (5) shows that the relationship between moral intelligence and social skills among kindergarten children is a strong direct relationship at the level of significance ($\alpha = 0.01$), and the Pearson correlation coefficient between them is (0.83).

The result of the direct relationship between moral intelligence and social skills is due to the fact that social skills require communication with others, and moral intelligence determines the effectiveness of this communication. According to Riggio (1990), social skills include verbal communication with others and social control .The more kindergarten children observe the standards of moral behavior and are able to show an acceptable degree of tact in line with the social situation during communication, the more effective verbal communication will be.

This result is also attributed to the correlation between some components of moral intelligence with the components of social skills .Borba (2000) sees that moral intelligence is a faculty or ability that includes components or essential virtues that form the moral basis of the individual, and among these components that are related to social skills are : empathy with others, and control. Self, respect, kindness, tolerance, and justice.

Moral intelligence is related to social intelligence, which refers to the individual's ability to get along with and deal with others . However, the individual's possession of skills related to perceiving situations and social dynamics that govern him (Albrecht, 2004).

This result is also attributed to the fact that the development of moral intelligence requires the availability of social skills and vice versa .

Al-Atoum, Alawneh, Al-Jarrah and Abu Ghazaleh (2005) believe that raising and developing morals in children will develop their moral intelligence, and this development needs a social environment in which the child interacts with parents Parents, peers, and society.

Shehata (2008) confirms this view, as moral intelligence refers to the human activity that an individual practices, taking into account the accepted moral rules in his society. Moral rules are not understood in society without employing social skills in interaction with society and identifying its acceptable standards of behavior.

Moral intelligence may be linked to social skills in a reciprocal relationship, as Borba (2001) explains that the components of moral intelligence in the case of their development in children will be able to affect all aspects of their lives, as well as the quality of their future relationships, professions, production and skills, and that attention to the development of moral intelligence is necessary for several Reasons include: finding a good citizen, learning social

life skills, preventing violence and brutality and the awareness of correct and proper behavior.

The results of this question are similar to the results of Al-Zuhairi study (2013), which revealed a positive relationship between moral intelligence and social tolerance.

Recommendations :

In light of the findings of the study, the researcher recommends the following:

1- Developing the moral intelligence of kindergarten children by exposing children to situations that mimic reality so that they can emulate them.

2- Using illustrated stories and representative situations to present moral dilemmas that develop the moral intelligence of kindergarten children.

3-   Raising kindergarten children on cooperation, love and respect for others.

4- Building representative positions that increase the social skills of kindergarten children and develop their moral intelligence.

5- Strengthening communication between kindergartens and children's families to cooperate in developing the level of social skills and moral intelligence.

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