

The Predictive Ability of Academic Leaders' Moral Intelligence in Universities Faculty Members' Job Performance

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Abstract

The aim of this study was to determine the predictive ability of ethical intelligence of academic leaders on the job performance of faculty members in universities from their perspective. The study sample consisted of (529) faculty members who were conveniently selected and two questionnaires were used after confirming their psychometric properties. The results of the study showed that the mean of the moral intelligence of academic leaders was moderate, and the job performance of faculty members was also moderate. The results of simple regression analysis showed a statistically significant positive relationship between the moral intelligence of academic leaders and the job performance of faculty members. Additionally, the results of variance analysis, interpreting regression coefficients, and standard coefficients indicated that moral intelligence of academic leaders is a good predictor of job performance of faculty members from their perspective.

Keywords: *moral intelligence, job performance, predictive ability.*

Introduction

Moral intelligence is an essential part of human and societal development, and it holds great importance in daily life and overall human culture. The importance of moral intelligence can be embodied through behavior guidance: moral intelligence can steer human behavior towards making right and moral decisions and actions. It helps individuals think about the impact of their actions on others and society as a whole, and enhances social relationships. Moral intelligence contributes to building positive relationships with others, including mutual respect, understanding, and cooperation. These relationships promote social harmony and effective communication. Moral intelligence also encourages integrity and transparency in all aspects of life, whether in work or personal relationships (Abdellatif, 2022; Hoseinpoor & Ranjdoost, 2013).

Moral intelligence contributes to reducing corruption and manipulation and increasing trust in institutions and individuals. Moral intelligence also plays a crucial role in achieving sustainable development and preserving the environment and natural resources. It encourages making sustainable decisions and thinking about the environmental impacts of our actions, and it has an important role in achieving the well-being of others and directing them towards goals. Logical, it helps in making major decisions, advising people or directing their thoughts. Basically, moral intelligence is necessary in all aspects of life. The first thing to consider when discussing moral intelligence is the concept of choice. People choose their thoughts and actions, the values they will adopt, and their choices. These

directly affect the way they think and act; Here lies the importance of making moral decisions (Aras, 2022; Aldarabah et al.,2015).

Prayogi & Lesmana (2021) emphasized the need for a person to learn to adopt positive values in order to then become a moral individual; It is important to discuss how learning affects thinking choices. When an individual makes mental progress, he or she also tends to make moral progress. This occurs through education and leads to better choices in life.

Muqallad (2020) points out that when talking about moral intelligence, one must think about how it affects decision-making abilities. It is easy to make sound decisions when an individual has good moral intelligence. Leaders also make decisions based on their moral intelligence; they decide which course of action will benefit them at the right time, in the right time, and with the right people.

Gardner stated that intelligence should not be considered merely a characteristic of the individual, but rather it is the product of abilities and values granted by society. Gardner defined intelligence in his theory of multiple intelligences as the ability to solve problems, generate new solutions, and the ability to produce or create something of value in a particular culture. He saw that the concept of intelligence is broader and more flexible than traditional theories, abandoning the common belief that intelligence is a specific value that a person enjoys throughout his life, and that individuals who possess more intellectual abilities than others, their abilities remain constant and do not change (Zayan et al., 2019; Alhadabi et al.,2020).

People have various intelligences whose proportion varies among them, and these intelligences can be developed using several methods and approaches. Scientific, technological and cognitive development has contributed to the emergence of many types of intelligence, including moral intelligence. Coles was the first to point it out in 1997, and included Gardner referred to multiple intelligences, then it was developed by the American scientist Michelle Borba, who indicated that some intelligences can be learned; Such as moral intelligence and spiritual intelligence, to present her theory of moral intelligence, explaining that individuals' behavior can be directed towards what is right and they can be protected from making mistakes (Kim & Leung, 2019).

Moral intelligence expresses the level of an individual's ability to manage his dealings with others in a sound moral way that includes credibility of dealing, justice, empathy, mercy, tolerance, and helping the individual make successful decisions. Moral intelligence in higher education institutions contributes to adopting correct opinions and dealing based on justice in an intelligent way. There is a difference between moral leadership and moral intelligence in leadership, as the first reflects a set of recognized behaviors that are characterized by lofty values, while the second refers to correct and wise behavior in an intelligent manner when it is necessary to issue moral decisions, and this means that they are not just values, but rather an art in dealing. With others in a wiser way followed by higher goals, so moral intelligence is considered broader than simply practicing morality, as it is the ability to think, learn, and apply what has been learned (Haddad, 2019; Nobahar& Nobahar,2013).

Universities are deeply aware of their need for a wise way to be managed, as they are multicultural and multidisciplinary. The management of academic leaders in conscious universities is linked to the concept of moral intelligence, which refers to those quantitative and qualitative changes in moral behavior. On the other hand, the moral intelligence practices of academic leaders that inspire employees demonstrate how they must act at work in a way that contributes to increasing their motivation towards practicing their performance to the fullest, and pushes them to achieve organizational goals, individually or collectively (Paudel, 2021).

The concept of moral intelligence has entered the fields of applied research and the fields of university administration because of its significant impact on improving their

performance and the performance of their employees by employing their moral convictions, such as empathy, conscience, self-control, respect, tolerance, and justice, the loss of which leads to the spread of administrative corruption that leads to injustice, lack of commitment, and low performance. This negatively affects the organization's reputation and weakens its relationship with its customers (Zayan et al., 2019).

While job performance refers to the degree to which an individual accomplishes the job tasks assigned to him, and reflects the way in which the individual achieves his job requirements, there may be an overlap between the results that the individual achieves and the preparation or effort he has made to accomplish his tasks. Performance may be high and he achieves low results, or performance may be Low and achieves high results, and this in turn depends on the individual's motivation to carry out his tasks (Dakhoush, 2021).

The job performance of a faculty member is linked to many personal and organizational factors. Job performance is the result of the interaction of three main determinants (individual motivation, the work environment, and the ability to achieve). Individuals' attitudes toward work may affect their performance. The individual who is committed to his job and wants to stay in it seeks to improving his performance level and increasing his experience, which increases his demand for work (Al-Baqmi, 2021; Alnasraween & Shahadb, 2022).

The academic job of a faculty member is a job like any other job; He is exposed to many pressures, such as the difficulty of dealing with superiors, colleagues, students, the work environment, and his burdens. All of these are pressures that may affect his ability to perform his job and carry out the tasks and roles expected of him. This means that the faculty member has great responsibilities towards the university, the college, and society, as his performing these responsibilities to the fullest extent may indicate good performance levels, while the opposite may indicate low performance levels (Dakhoush, 2021).

The study by Lathesh & Hani (2018) indicated that the moral intelligence of academic leaders can affect the way subordinates perceive their work, and contribute to the process of making decisions and maintaining the value system, which means avoiding the emergence of crises in different work environments, and because it is difficult Measuring the moral intelligence of leaders, especially academic ones, we had to address the job performance of faculty members, as job performance is affected by many moral values, including mutual respect, a sense of responsibility, belonging, cooperation, and loyalty.

The study Problem:

The effectiveness of the leadership style in universities is considered an important indicator through which their success or failure in achieving their strategic goals and future aspirations is inferred (Aras, 2022), which requires encouraging moral behaviors and practices on the part of administrative leadership, but this may not be sufficient to achieve the ultimate goal of organizational goals, as the nature of Administrative practices require intelligence and sophistication in light of the rapid changes and great openness to the different global cultures that it faces, by providing an institutional environment that is stimulating and supportive of values, transparency, justice and empathy, with the aim of encouraging and pushing the performance of employees in general and faculty members in particular, as they are the cornerstone of the wheel of progress in universities. .

Study questions:

This study sought to answer the following questions:

- 1-What is the level of moral intelligence among academic leaders in Jordanian universities?
- 2- What is the level of job performance of faculty members in Jordanian universities?
- 3-What is the predictive ability of the moral intelligence of academic leaders to the job performance of faculty members from their point of view?

Objectives of the study:

This study sought to achieve the following objectives:

1 -Identifying the level of moral intelligence among academic leaders in Jordanian universities, and the level of job performance among faculty members.

2-Detecting the predictive ability of moral intelligence for job performance among faculty members in Jordanian universities from their point of view.

The importance of study:

The importance of the study is divided into theoretical importance and practical importance as shown below:

Theoretical importance

It is expected that this study may contribute to shedding light on one of the relatively recent topics in the field of organizational construction in contemporary administrative thought, namely (moral intelligence), which can increase the employee's motivation and loyalty to work. It is also hoped that this study will enrich the Arab Library with the information it will provide. The theoretical literature was carefully and diligently referred to from previous literature, as within the researchers' knowledge there are no recent studies in the field of (moral intelligence with job performance), which means that this study will present new results on this topic.

Practical importance:

The practical importance of the study emerges from the effort made by the researchers to reach scientific results that are tested for validity with standards of validity and reliability, and to come up with results that can be generalized that institutions and universities may benefit from in building their strategic and organizational plans and job stability for employees. The importance of the study also becomes clear in drawing the attention of academic leaders in universities to the importance of studying the subject of moral intelligence and its impact on job performance .

Study terms and their procedural definitions

The study included the following terminological and procedural definitions:

Moral intelligence: "It is the moral convictions that make individuals behave in a correct and moral manner, such as the ability to recognize the pain of others, deter oneself from carrying out negative behaviors, practice some harsh intentions, control impulses, be fair before passing judgments, accept the differences of others, and distinguish unmoral choices" (Simone ,2018: 23).

It is defined procedurally as the capabilities possessed by academic leaders in universities to recognize what is right and wrong, and their ability to make informed decisions that benefit faculty members and students with the aim of improving the academic environment, as this appeared on the study tool (the Moral Intelligence Questionnaire.)

Job performance: "The coordinated effort to carry out specific tasks by transforming inputs into quality outputs consistent with the skills, capabilities and experiences of workers with the help of motivational factors and an appropriate work environment to carry out this effort accurately" (Dakhoush, 2021:45).

It is defined procedurally as: the level of faculty members' performance of the tasks assigned to them, and the extent to which this performance is proportional to the abilities, skills, experiences, qualifications, inclinations, and interests of the faculty member, as the scientific background and academic qualifications that characterize them may contribute to supporting their job performance in a positive way or put them under pressure. It has a

significant negative impact on their performance, as was shown in the study tool (the Job Performance Questionnaire).

First: Moral intelligence:

Many studies have addressed the significant relationship between leadership and intelligence, and these studies have concluded that the effectiveness of leadership and the level of its performance are positively related to intelligence (Hussein, and Al-Rikabi, 2021), while these results conclude the idea that; the most intelligent people can be good leaders. On the other hand, it cannot be concluded that the most intelligent leaders are necessarily the most effective, as other similar studies have shown, such as Al-Jarrah's study (2019); Although intelligence is highly positively associated with effective leadership; However, it may hinder truly effective leadership practices, and this is due to the fact that the method of communication between employees and leaders is important. It may be weak if the leader is smarter than the group he is trying to lead, and therefore these leaders must enhance the process in which rules and roles are applied to... Job tasks, recognizing problems, defining goals and the right thing they and employees should do, and taking action.

Moral leaders; they are characterized by patience, flexibility, and commitment to moral values and ideals, including valuing employees and achieving equality and justice among them. They are confident, persistent, and driven to work with enthusiasm, and use moral means to achieve their strategic goals and objectives. They show humility and a willingness to take risks, and take public interests over personal interests in order to achieve their moral goals (Zayan et al., 2019).

Leaders' moral practices affect employees and the organization's performance, however; Others believe that morality alone is not enough to create highly effective leadership, and that moral intelligence is one of the basic requirements for effective and influential leaders, which indicates that neither morality nor power alone can contribute to the development of effective and positive leadership (Muqallad, 2020).

Moral intelligence is linked to emotional intelligence, which refers to an individual's ability to confront, control, and direct his feelings and emotions when dealing with others. It is also linked to interactive social intelligence, which is considered an indicator of an individual's ability to get along with others in different social situations.

Moral intelligence is defined as the ability to understand good from bad, in the presence of strong moral beliefs and practices, and the tendency to act with integrity, responsibility, compassion, and forgiveness. Moral intelligence guides managers through the deep belief that all thoughts and actions result from that. In addition moral decisions making is not subject to demographic factors such as gender, race, nationality, or religious beliefs. Moral intelligence consists of three dimensions that are closely related to job performance; including: integrity, responsibility and empathy (2022, Aras).

Second, job performance

One of the most prominent components of job performance is the worker's knowledge of the requirements of the work he performs, the extent of his comprehensive general knowledge and technical and professional skills, in addition to his ability to organize and implement the work without making mistakes, depending on the quantity and extent of the work completed and the speed of completion, and this depends on the experience he possesses. It also includes the components include seriousness, dedication, and the ability to take responsibility to complete work easily and conveniently without the need for assistance or training (Daoud, 2015).

While Al-Baqmi(2021) argued that job performance has several dimensions, the most prominent of which is the quality of work in terms of accuracy, mastery, and ingenuity that

distinguishes the individual when performing his tasks and his ability to organize and implement his work without making mistakes, in addition to the quantity of work, which refers to the amount of work completed and the speed of completion during the circumstances. The dimension of perseverance and trust cannot be overlooked, as consideration is given to the extent of the worker's dedication and seriousness in assuming responsibility and completing work on the specified dates.

Abu Al-Kass(2016) believes that there are a group of factors that positively or negatively affect the decrease or increase in job performance levels, and among the most prominent factors that positively affect job performance and increase its levels: the degree of the faculty member's enthusiasm for performing the work and the extent of his motivation to perform. And his awareness of his job role and his performance of his role based on his perceptions and impressions, while listing the factors that have a negative impact and lead to low job performance: the difficulty of measuring achievement, which leads to weak planning, and the lack of involvement of lower administrative levels in the planning and decision-making processes, which creates a gap between the upper and lower levels, in addition to the inability of management to link the performance of employees and the material and moral returns they receive.

Third, the relationship between moral intelligence and job performance

Moral intelligence is essential for the lives of individuals and societies because it determines socially acceptable and unacceptable behaviors, forming the ethical and moral system within societies. This system serves as the foundation for maintaining behavioral balance among individuals and groups, and contributes to the development of decision-making abilities in difficult situations for decision-makers, ensuring the preservation of the community's identity, security, and stability, the collapse of the ethical system results in the emergence of political, social, and educational crises.

The basis of moral authority is due to moral intelligence because it has an important role in activating formal authority in working with individuals within the scope of the leader's powers and responsibilities and keeping these authorities strong over time. There is also a mutual relationship between moral principles and the success of work, so it is necessary to promote For moral intelligence in institutions and encouraging employees to adhere to it and apply it in a practical way because of its great positive benefits that benefit institutions, as employees who are characterized by high moral intelligence tend to be able to manage the pressures surrounding them, which achieves great results and profits regardless of the method used (Zayan et al., 2019).

Moral intelligence governs the level of job performance. In other words, the level of moral intelligence of individuals in senior management positions in organizations affects the level of job performance of employees. A leader who possesses the virtues of moral intelligence can direct employees in a polite and professional manner without making them feel inferior. He is also able to use all It is a virtue in the appropriate position and in accordance with the moral and professional standards in society (Muqallad, 2020).

So, it can be considered that the moral intelligence of academic leaders in universities is one of the most important matters guiding the job performance of faculty members, as the academic administrative system must be governed by a set of moral standards that contribute to reflecting a positive image on the development of the job and academic performance of faculty members.

Previous Studies

Many studies have dealt with the topic of moral intelligence, and other studies have dealt with the topic of job performance. The most prominent of these studies that could benefit this study are:

Aras (2022) aimed in his study to identify the relationship between the moral intelligence of academic leaders and moral leadership behaviors. The study sample consisted of academics working in a public university who have a set of administrative duties, and they are (Dean, Deputy Dean, Department Head, Director of the Research and Application Center (Assistant Director of the Research and Application Center, Director of the Vocational School), the researcher in this study used the descriptive survey method, and collected study data using the random sample method and using the three-dimensional moral intelligence scale and the four-dimensional moral leadership scale expressions. The results of the study showed that empathy, self-control, and kindness are Effective dimensions in moral leadership behavior. It also showed a strong relationship between moral intelligence and leadership behavior with its sub-dimensions.

Anggraeni & Aziz (2022) conducted a study that aimed to identify the impact of transformational leadership and infrastructure on employee performance, in addition to highlighting the importance of good leadership and adequate resources having an impact on effective job performance. A quantitative descriptive approach and a simple random sample were used on employees and leaders. Employees in the Public Prosecutor's Office in the city of Cirebon. The results of the study showed that the performance of employees was affected by the leadership style used by (54.2%), while the performance of employees was affected by the infrastructure by (45.8%), in addition to that transformational leadership and infrastructure have a positive impact on the employee's performance in the office. Cirebon City Prosecutor. The study recommended working to improve the quality of public services provided because of its impact on improving employee performance.

Fadhil et al.(2021) also conducted a study aimed at revealing the impact of moral intelligence in enhancing strategic leadership in productive organizations. The study used the descriptive analytical approach and purposive sampling, and a sample of (119) leaders working in the administrative and production sectors was selected. And technical, and distributed a questionnaire for moral intelligence that measures (integrity, tolerance, responsibility, and compassion) and a questionnaire for strategic leadership that measures (focus on work, operational efficiency, business development, and organizational innovation). The study concluded that the moral intelligence of the leader effectively affects the strengthening of strategic leadership, Moral intelligence also has an effective role in improving the relationship between strategic leaders and employees, in addition to having a moral impact on the dimensions of the leader's moral intelligence and enhancing strategic leadership.

As conducted by Noor et al. Al. 2021) a study that aimed to identify the factors affecting the level of job performance of teachers in schools. The study used a qualitative approach and an interview tool. A sample of (6) teachers was selected from (3) high-performing schools in the state of Kedah. The results of the study showed that the level of job performance It has an impact on four main axes, namely (the teacher's attitude, skills, self-emergent knowledge, and developing self-efficacy), and that the school climate factor affects teachers as an external factor, and the level of teachers' job competence is affected by the conditions of the work environment. The study recommended increasing teachers' job competence, and providing teachers Methods of planning lessons and purposeful teaching strategies, and enabling teachers to use thinking and technical skills.

Paudel (2021) aimed to identify the level of academic performance of faculty members in higher education institutions. The quantitative approach was used and tools were developed to measure the academic performance of faculty members using the Delphi method. The study sample consisted of (445) faculty members in (4) Universities, and one of its most important results was that there is a high level of academic performance among faculty members in higher education institutions in Nepal, and that the academic performance of faculty members is concerned with improved practices of academic activities and discourses, in addition to the presence of statistically significant differences between the organizational environment, culture, and infrastructure. Technology and the level of

academic performance in academic circles. The study recommended that higher education institutions show more interest in the main processes and activities that stimulate the academic environment.

Prayogi & Lesmana (2021) also conducted a study aimed at identifying the extent of the impact of leadership on employee performance. The study used a quantitative approach, as the sample consisted of (70) employees working in recruitment departments, and the study reached many results, most notably that Leadership style greatly affects the performance of employees, and the positive leadership style has a positive impact on the way the employee performs his tasks because the leadership style affects (28.9%) of the employee's performance.

Motlagh et al.(2020) conducted a study that aimed to identify the relationship between moral intelligence, social capital, and job satisfaction among nurses working in the emergency department. The descriptive approach was used in this study, and its random sample consisted of (99) nurses working in the emergency department. Emergency at the Medical Education Center. The questionnaire was used as a tool to collect data, and it was concluded that job satisfaction has a significant relationship with moral intelligence and social capital. Job satisfaction did not have a significant relationship with moral intelligence among the study sample, nor was there a significant relationship between age and practical experience with moral intelligence and social capital. In contrast to their significant association with job satisfaction, the results of the study also showed that levels of job satisfaction among men are higher than among women, while the average moral intelligence of women is higher than that of men, and there was no clear difference between the average degrees of social capital between the genders.

Vidya & Lathesh (2018) conducted a study that sought to determine the extent of the impact of social intelligence on the performance of employees in the insurance sector in the city of Mysuru and the extent of its impact on various age groups. The questionnaire was used as a tool for the study and was distributed to (50) employees, and it was measured. Social intelligence through four dimensions: (self-awareness in reading others, dealing with conflicts, and managing relationships). The study concluded that employees who possess a high level of social intelligence can rely on the skills they learn while performing their work, in addition to that social intelligence has The effect varies depending on the age group, and this means that the difference in social intelligence is reflected differently in the employee's performance.

Comment on previous studies

After reviewing previous studies, it can be noted that they did not examine the impact of moral intelligence on job performance, as the study of (Aras, 2022) and (Fadhil, Al Sammari, Al Hakeem & Qandeel, 2021) was limited to identifying the impact of moral intelligence on strategic leadership and leadership. Moral, while the study (Vidya D Avadhani & Lathesh K, 2018) investigated the extent to which moral intelligence affects employee performance, and the study of (Prayogi & Lesmana, 2021) (Motlagh, Nobahar & Raie, 2020) measured moral intelligence and its relationship to satisfaction. Career and employee performance.

Both (Noor, Shanmugam & Rajoo, 2021) and (Salama, Al Shobaki, Naser & Others, 2017) were content to study job performance without working to find its relationship to moral intelligence, while the study (Paudel, 2021) worked to study academic performance and its relationship to performance. The career of faculty members, while the study (Anggraeni, Herlina & Azi, 2022) investigated the relationship of transformational leadership and the services provided to job performance.

What distinguishes the current study from previous studies is that it studies the reflection of moral intelligence on job performance, in addition to selecting a sample of academic leaders to study the extent to which their levels of moral intelligence reflect on the job

performance of faculty members.

Study procedures

Study Approach

This study used the descriptive analytical method.

Study population

The study population consisted of all faculty members in public and private universities, amounting to (3560) faculty members, according to statistics from the Ministry of Higher Education and Scientific Research for the academic year.(2023-2022)

The study sample

The study sample consisted of (429) faculty members in public and private universities who were selected using the available method. The study tools were converted into an electronic image through Google Drive and then distributed on social networking sites. Table (1) shows the distribution of the study sample according to gender and academic rank.

Table (1) The study sample according to its demographic data

Variable	Category	N	Percentage
gender	female	216	50%
	male	313	73%
total		429	100%
Academic Rank	Assistant prof	89	21%
	Associated Prof	211	49%
	Prof	129	30%

Study instruments

First: Moral Intelligence Tool:

This study tool was developed after referring to theoretical literature and previous studies such as the study by Fadhil et al. (2011), the study of Aras (2022), and the study of Motlagh et al. (2020), it consisted of (30) items in its initial form according to a five-point Likert scale.

Second: Job performance tool:

This study tool was developed after referring to theoretical literature and previous studies such as the study of Viday & Lathesh (2018) and the study of Anggraeni & Aziz (2022), and in its initial form it consisted of (20) items according to a five-point Likert scale.

Validity of the study tools:

The content validity of the two study tools was verified by presenting them to a group of arbitrators from the faculty members at the University of Jordan in the specialization of educational administration, measurement and evaluation, and educational psychology. Amendments were made in light of the observations provided, so the moral intelligence questionnaire consisted of (18) items. While the job performance questionnaire consisted of (24) items.

Reliability of the two study tools:

The reliability of the two study tools was verified by applying the two tools to a survey sample of faculty members, the number of which was (25) faculty members from outside the main study sample. The value of the reliability coefficient for the moral intelligence

questionnaire reached (0.85), and it reached (0.81) for the job performance questionnaire.

Correcting the two study tools:

To judge the arithmetic averages, the following equation was used:

Category length = (highest value in the scale - lowest value)/3

$$1.33 = 3/(1-5)=$$

Therefore, the arithmetic averages can be judged as follows:

1- 2.33low, 2.34- 3.67 medium, 3.68 -5 high

The Study Results

Results of answering the first study question, which reads: What is the level of job performance among academic leaders in Jordanian universities?

To answer this question, arithmetic means and standard deviations were extracted, and Table (2) shows this.

Table (2). The arithmetic means and standard deviations of the job performance items in descending order

No	Item	Mean	SD	Rank	Level
3	Academic leaders have the competence to perform the required tasks	4.08	.94	1	High
2	Academic leaders have good plans for action	4.02	.96	2	High
6	The academic leadership has precision in its work	3.96	.98	3	High
7	Academic leadership completes plans on time	3.90	.99	4	High
8	Academic leadership clarifies ideas and concepts as they are presented	3.90	1.05	5	High
1	The academic leadership has sufficient information about the work	3.87	1.01	6	High
5	Academic leadership has the ability to make decisions	3.85	1.01	7	High
18	Academic leaders act rationally in difficult situations	3.73	.99	8	High
4	Academic leadership is characterized by its effectiveness in performing the required tasks	3.72	1.11	9	High
10	Academic leaders direct faculty members to use modern methods and strategies	3.29	1.15	10	Moderate
12	Academic leaders direct faculty members to link theoretical information with practical application	3.25	1.24	11	Moderate
13	Academic leaders encourage faculty members to attend faculty performance development workshops	3.23	1.15	12	Moderate
9	Academic leaders use multiple evaluation methods	3.22	1.08	13	Moderate
17	Academic leaders adhere to work rules and procedures	3.18	1.11	14	Moderate
11	Academic leaders direct faculty members to conduct scientific and applied research and studies	3.14	1.16	15	Moderate
16	Academic leaders have the ability to solve problems	2.93	1.20	16	Moderate
15	Academic leaders communicate continuously with students	2.78	1.20	17	Moderate

14	The work of academic leaders is characterized by communication skills with others	2.77	1.24	18	Moderate
Total degree		3.22	0.77		Moderate

It is noted from the results of Table (2) that the arithmetic mean of the total degree for the items of the job performance questionnaire was moderate, as the arithmetic mean reached (3.22) with a standard deviation of (0.77), and the first place came in paragraph (3), which stated: "Academic leaders have competence in performing tasks." Required" with a mean of (4.08) and a standard deviation of (0.94) and a high level. In the last rank came paragraph (14), which stated "The work of academic leaders is characterized by communication skills with others" with a mean of (2.77) and a standard deviation of (1.24) and a medium level.

Table (3). The arithmetic means and standard deviations of the moral intelligence items in descending order

No	item	Mean	Standard Deviation	Rank	Level
18	I seek to resolve any dispute between others	3.60	1.01	1	Moderate
17	I don't like to go late to work	3.51	1.02	2	Moderate
24	I do not like others to infringe on my rights	3.51	1.11	3	Moderate
14	I believe that respecting the views of others is a civilized behavior	3.50	1.09	4	Moderate
23	I have the ability to accept others' criticism with open arms	3.48	1.00	5	Moderate
20	I admire those who make sacrifices for others	3.47	1.10	6	Moderate
19	I demand that every person receive his due rights	3.38	1.05	7	Moderate
12	There is no difference between an Arab and a foreigner except by piety	3.32	1.16	8	Moderate
2	My strong motto is he who controls himself when angry	3.29	1.15	9	Moderate
4	I believe that a difference of opinion does not spoil the friendship of an issue	3.25	1.24	10	Moderate
5	I try to alleviate the suffering of others	3.23	1.15	11	Moderate
11	I forgive any offense committed against me as long as there is good intention	3.23	1.08	12	Moderate
1	I want to help others get out of sadness and depression	3.22	1.08	13	Moderate
22	I don't like imposing my opinion on others	3.22	1.08	14	Moderate

9	Respect everyone who controls their emotions	3.18	1.11	15	Moderate
10	Make sure to keep other people's secrets	3.15	1.13	16	Moderate
3	I have the ability to accept the opinion of others	3.14	1.16	17	Moderate
13	I constantly review myself when doing any work	3.11	1.09	18	Moderate
21	I react impulsively when I get angry	3.10	1.09	19	Moderate
15	I hate everyone who uses hypocrisy and lies to achieve their interests	3.09	1.10	20	Moderate
16	I become violent with those who provoke me	2.95	1.24	21	Moderate
8	I adhere to my duties towards my work	2.93	1.20	22	Moderate
7	I have the ability to understand other people's emotions	2.82	1.20	23	Moderate
6	I hope that every individual balances his duties and rights	2.74	1.10	24	Moderate
Total Degree		3.49	0.51		Moderate

It is noted from the results of Table (3) that the arithmetic mean of the total score for the items of the Moral Intelligence Questionnaire was average, as the arithmetic mean reached (3.49) with a standard deviation of (0.51), and paragraph (18) came in first place, which stated: "I seek to resolve any conflict between others." With an arithmetic mean (3.60) and a standard deviation (1.01) and an average level, and in the last rank came paragraph (6), which states "I hope that every individual balances his duties and rights" with an arithmetic mean (2.74) and a standard deviation (1.10) and an average level.

This result may be attributed to the fact that moral intelligence expresses the level of an individual's ability to manage his dealings with others in a sound moral manner, to deal with justice, empathy, and tolerance, and to help the individual make successful decisions. This is consistent with the study indicated by Lathesh & Hani (2018) that the moral intelligence of academic leaders can affect the way subordinates perceive their work and contributes to the decision-making process and maintaining the value system.

Results of the answer to the third study question, which reads: What is the predictive ability of moral intelligence for the job performance of faculty members in universities?

To answer this question, correlation coefficients were extracted, and Table (4) shows this.

Table (4). Results of correlation coefficients, coefficient of determination, and adjusted coefficient of determination

Change Statistics					Std. Error of the Estimate	Adjusted R Square	R Square	R	Model
Sig. Change	F	df2	df1	F Change					
.000	527	1	385	257	.422	.421	.422	.650	1

It is noted from the results of Table (4) that the value of the Pearson correlation coefficient between the moral intelligence of academic leaders in universities and the job performance of faculty members from their point of view reached (0.560), which is statistically significant at the level ($\alpha = 0.05$), and the value of the coefficient of determination reached (0.422, which indicates that the moral intelligence of academic leaders explains (42.2%) of the variance in the job performance of faculty members.

Table (5). Results of the analysis of variance test to examine the significance of the differences between the arithmetic means of the predictive ability of academic leaders' moral intelligence to the job performance of faculty members from their point of view.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57.490	1	57.490	385.257	.000 ^a
	Residual	78.642	527	.149		
	Total	136.132	528			

It is clear from table 5, that the f value reached (385.257) which is significant at ($\alpha=0.05$), which means that the moral intelligence is predictor of the job performance of the faculty academic staff.

Table (6). Standardized Coefficients and unstandardized coefficients of regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.110	.072		29.180	.000
	total1	.428	.022	.650	19.628	.000

It is noted from the results of Table (6) that the values of the regression coefficients are statistically significant at the level of ($\alpha = 0.05$), as the slope value reached (0.660), the t value reached (19.628), which is statistically significant, and the value of the regression constant reached (2.110), and thus from these results the model was reached is :

$$\text{Job performance} = 0.650 * \text{moral intelligence} + 2.11$$

Discussion

In the current study, the findings revealed a moderate level of job performance was found this result may be attributed to the academic leaders' knowledge of the requirements of the work assigned to them and their comprehensiveness of general knowledge and technical and professional skills. This is consistent with what Daoud (2015) indicated that the components of job performance are seriousness, dedication, and the ability to bear responsibility to complete work easily and smoothly without the need for assistance or training. The results of the answer to this question were relatively consistent with the results of the Paudel study (2021), which showed a high level of academic performance among faculty members in higher education institutions.

In addition the findings of this study indicated that academic leaders have a moderate level of moral intelligence this result may be attributed to the fact that moral intelligence expresses the level of an individual's ability to manage his dealings with others in a sound moral manner, to deal with justice, empathy, and tolerance, and to help the individual make successful decisions. This is consistent with the study indicated by Lathesh & Hani (2018) that the moral intelligence of academic leaders can affect the way subordinates perceive their work and contributes to the decision-making process and maintaining the value system.

The significant positive correlation between moral intelligence and job performance can be attributed to the fact that moral intelligence regulates the lives of individuals and societies, determines socially acceptable or unacceptable behaviors, and contributes to developing the ability to make decisions. This result is consistent with what Muqallad (2020) indicated that the ethical practices of leaders affect the performance of employees and the performance of the organization, and that moral intelligence is one of the basic requirements for effective and influential leaders. This result was relatively consistent with the results of the study by Fadhil et al (2021), which indicated It is indicated that moral intelligence has an effective role in improving the relationship between strategic leaders and employees. These results also agree with what was indicated by the Vidya & Lathesh (2018) study, the results of which indicated that social intelligence has an effect that varies depending on the age group of the employee.

Conclusion

The findings of this study pointed out that the level of academic leader's moral intelligence is moderate, and the faculty's staff member's job performance is moderate. The regression findings indicated a significant correlation between both variable and that the academic leader's moral intelligence is a predictor of the faculties' members job performance. The current study investigates one of the crucial issue that affect the educational process at universities.

Recommendations

In light of the above results the researcher presents the following recommendations:

- Developing moral intelligence among academic leaders in universities by holding workshops and seminars.
- Conduct further studies and research and address other study variables.

Limitations

The findings of this research are limited to its population which is Jordanian universities staff members. The study also did not identify the effects of some mediating variables such as the level of experience and social status.

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