


# *A Literature Review on the Implications of Moral Intelligence and Educational Effectiveness in the Area of Educational Management; Are They Interrelated?*

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## ABSTRACT

Moral intelligence is one of the most important factors that can increase effectiveness and efficiency, the two important factors that every organization wants to survive in a chaotic market and should concentrate more on them.

In general, when researchers want to promote moral intelligence they study its effects on other related issues like educational effectiveness. This paper investigates moral intelligence and effectiveness in education.

## 1- Introduction

Despite all obstacles, to a consensual definition of educational effectiveness and to a consistent procedure for assessing the concept not all assessment of educational effectiveness have been done in a completely random fashion. Four different approaches or models have been used by evaluators to define and assess educational effectiveness. In addition, in this paper they will be discussed.

A teacher with high in Moral Intelligence is the “executive” of educational intelligence. These teachers must establish and encourage norms, roles, and rules for efficient application to known tasks, but must also be sensitive and responsive to change by employing sensitivity, problem solving and decision making strategies that allow for adaptation (Chemers, 2001).

As a teacher who has a good Intelligence and competitive intelligence he can cope with problems well than others who do not have more so a teacher who has a good one can manage the situation and

run the education more successfully than the others too.

### *1-1- The Definition of Moral Intelligence*

Moral Intelligence is the mental capacity to determine how to apply universal moral principles—such as:

- integrity,
- responsibility
- compassion
- Forgiveness to our personal values, goals and actions.

Moral Competence is the ability to act on our moral principles.

In other words, Moral Intelligence knows right from wrong. Moral Competence is doing what’s right. Unfortunately, because of the fallibility of human nature, it is highly likely most of us have been both morally intelligent and morally incompetent at the same time (Keil & Lennick, 2005).



### 1-2- Educational Effectiveness

Debates about which definition is best continue in the literature (Molnar and Rogers, 1976; Price, 1972), and some writers have become so discouraged with the ambiguity of the concept of educational effectiveness that they suggest dropping it from the academic vernacular altogether (Goodman, 1979; Hannan and Freeman, 1977; D. Baugher 1981).

Peter Drucker (1990) observed that the nonprofit institution in America is in many ways a “growth industry.” Accompanying this expansion has been a growing body of literature prescribing methods for increasing the effectiveness of nonprofit organizations, their managers, and their boards. But research on these matters remains sparse (Penn, 1991; Powell, 1987; Green & Griesingev, 1996).

According to Drucker (1974, p. 43, “Efficiency is concerned with doing things right. Effectiveness is doing the right things.” Whereas this definition of effectiveness is often cited, there is a lack of consensus about how to operationalize the concept (for example, Anspach, 1991; Cameron and Whetten, 1983; Cook and Brown, 1990; Hall, 1991; Herman, 1990; Kanter and Brinkerhoff, 1981; Kraft, 1991; Quinn and Rohrbaugh, 1983; Seashore, 1983; Seashore and Yuchtman, 1967; Spray, 1976; Steers, 1977). If effectiveness is doing the right things, then who determines what is right, what constitutes the right things, and how they are to be measured? The literature on organizational effectiveness contains a variety of competing perspectives. Indeed, the very concept of effectiveness has been challenged on the grounds that multiple constituencies often cannot agree on the factors or weights underlying such evaluative judgments (Green & Griesingev, 1996).

### 1-3- Educational Effectiveness’ Main Pipelines

The first and the most widely used is approach which links effectiveness to the accomplishment of education’s goal and called Goal model (Price,

1972s). The second approach for the effectiveness is called the system- resource approach. In this view education is not assumed to possess goals, nor is goal accomplishment a relevant consideration. Rather organizations are effective insofar as they acquire needed resources for system maintenance (Yutchman and Seashore, 1967).

A third approach to effectiveness focuses on the internal processes and operations of the education and for these effective education are those with an absence of internal strain and called “Internal Process Model” (Likert, 1967). The fourth approach called strategic constituencies approach and focuses on the extent to which the education’s strategic constituencies are at least minimally satisfied (Baugher, 1981).

Table 1. Model Used to Define and Assess Organizational Effectiveness

Model	Definition	When Useful
Goal Model	An Organization is Effective to the extent that... it accomplishes its stated goals.	Goals are clear, consensual, measurable
System-Resource Model	it acquires needed resources.	Clear connection between inputs and outputs
Internal Process Model	it has an absence of internal strain, smooth internal functioning.	Clear connection between processes and primary task
Strategic-Constituencies Model	all strategic constituencies are at least minimally satisfied.	Constituencies have powerful influence; the organization reacts

Source: D. Baugher (Ed.). *New Directions for Program Evaluation: Measuring Effectiveness*, no. 11 San Francisco: Jossey-Bass, September 1981

There may be some circumstances in which any Effectiveness is an elusive concept that can be approached through several models, none of which inappropriate in all circumstances or for all organizations.

## 2- Intelligence and educational Effectiveness

The underlying goal of most research on education is to improve their effectiveness. It is ironic, therefore, that no concrete definition of education effectiveness has yet emerged and that there is general lack of agreement as to the proper approach for assessing effectiveness (Cameron, 1978; Goodman and Pennings, 1977; Steers, 1977).

The strong performers reflect the benefits of affirmative, engaged design followed by participant commitment to structure design and implementation. To their participants, the structure had purpose and was more than a context for involvement; it elicited from volunteers and staff a high degree of commitment. This was true in educational management that differed substantially in their program objectives, resource environments, product. Although the other high-ranking performers are not discussed in as much detail here, those that ranked high in one or both of the effectiveness scales shared a high level of engagement by members in decision making, and an open willingness among managers to create structures that made such engagement possible. The match of participant interest with a structural form that participants believed would facilitate their involvement was a common characteristic of the better performers (Kushner & Poole, 1996).

### 3- A hint for understanding educational Effectiveness

Effective intelligence involves using existing learning systems and sensitivity to the environment to expand, elaborate, and enhance existing knowledge to analyze new situations and develop new solutions that help to reutilize the environment again. Organizations must do the same things to be effective. They must have sound internal systems and data based on past experience, but must also be sensitive to changing environments and flexible enough to develop new systems and new knowledge to cope with change.

### 4- Implication of Moral Intelligence in the context of education

Teachers should note that they should use their intelligences to find the effective education model to manage the circumstances and also remember that the effectiveness in modern education is much more different with the past education system and

the modern education are in turbulent time and all the time the educational goals may change.

Educational effectiveness flows from the construct of intelligence. Psychologists regard intelligence as the ability to function effectively in the world. Intelligent people are those who have a store of knowledge and skills gained from experience that allow them to manage efficiently the tasks of daily life. A crucial aspect of intelligence, however, concerns the fact that the world is a dynamic and changing environment and skills and knowledge gained from past experience may not be sufficient to meet a new challenge.

Instructors who have a good intelligence can understand the challenges face with students. Some challenges are shown below (Chemers, 2001):

- People need to cope with massive, rapid change.
- People need to be more creative in order to drive innovation.
- People need to manage huge amounts of information.
- The organization needs to increase customer loyalty.
- People need to be more motivated and committed.
- People need to work together better.
- The organization needs to make better use of the special talents available in a diverse workforce.
- The organization needs to identify potential leaders in its ranks and prepare them to move up.
- The organization needs to identify and recruit top talent.
- The organization needs to make good decisions about new markets, products, and strategic alliances.
- The organization needs to prepare people for overseas assignments.

The downside of this fortunate circumstance for many educations is that it has become increasingly

more difficult to retain good students, particularly those with the skills that are important in the high-tech economy. So what aspects of an education are most important for keeping good students (Chemers, 2001)?

### 5- Discussion and Implications

There are seven main traits exhibited by moral beings. The extent to which an individual exhibits these traits coincides with one's level of moral intelligence. These seven traits are:

- inhibitory control
- Empathy
- Consistency
- Fairness
- Responsibility
- Cooperation
- logic

Researchers have revealed that humans are born with a certain instinctual guideline of morality and develop further moral intelligence during maturation. "Underlying the extensive cross-cultural variation is a universal moral grammar that enables each child to grow a narrow range of possible moral systems. When we judge an action as morally right or wrong, we do so instinctively, tapping in a system of unconsciously operative and inaccessible moral knowledge." (Hauser, 2006). And while even young children do not start off on even moral footing, a lifetime of experiences and cultural influence further develops and shapes individuals' depth and direction of moral understanding (Abele & Wiese, 2008).

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