The Relationship between Moral Intelligence and the Responsibility of Elementary School Teachers in the City of Bushehr

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Abstract

The purpose of this study was to investigate the relationship between moral intelligence and the responsibility of elementary school teachers in the city of Bushehr. While the research method was descriptive-survey, it was applied in terms of its purpose. The statistical population of this study included all elementary school teachers in the city of Bushehr, the number of whom, according to official statistics, was 1115. Regarding the size of the statistical population, and through employing the Cochran formula, 286 people were selected as the sample. The research instruments consisted of two standard moral-intelligence and responsibility questionnaires of 25 and 15 questions, respectively. Data were analyzed using descriptive statistical methods including one-dimensional tables of frequency distribution, percentage, mean, standard deviation, and inferential statistical methods such as dependent *t*, analysis of covariance, Pearson correlation coefficient, and multiple regression. The results showed that there was a significantly positive relationship between moral intelligence and the responsibility of elementary school teachers in the city of Bushehr.

Key words: Moral Intelligence, Responsibility, Elementary School Teachers, City of Bushehr.

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Introduction

Undoubtedly, the inner construction of man and the reform of their soul play an important role in their individual and social happiness in this world and the hereafter. Thus, if man studies all the sciences and conquers all the forces of nature, while incapable of conquering and dominating their self, they will not reach happiness and perfection. Therefore, the spiritual and moral education of human beings, that is, "humanization program", is a serious and vital problem for any society.

Moral intelligence refers to the human capacity in distinguishing right from wrong and applying moral principles to human intentions, goals, beliefs, values, and actions (Mohammadi et al., 2013). Moral intelligence provides humans with a framework to act in accordance with moral principles; such framework provides potentials to advance our understanding of behavior, and thereby can act as a predictor of human behavior (Eskandari, et al.,2019). Borba defines moral intelligence as the capacity to understand right from wrong, to have strong ethical convictions and to act on them to behave in the right and honorable way (Borba, 2001).

Lennick and Kiel define moral intelligence as " the mental capacity to determine how universal human principles should be applied to our personal values, goals, and actions" (Lennick and Kiel, 2005). Their construct of moral intelligence consists of integrity, responsibility, forgiveness and compassion.

Moral intelligence includes a type of adaptation and problem-solving behavior that includes the highest levels of development in various cognitive, spiritual, and emotional domains. This intelligence gives one an overview of life and all experiences and events enabling them to frame and reinterpret their own experiences, to deepen their knowledge (Mazaherirad, 2011). Moral intelligence refers to the ability to apply ethical principles to goals, values and actions. It has great potential to improve our understanding of learning and behavior (Hass, 1998).

Developing and strengthening a sense of responsibility as one of the important goals of education has long been considered by planners, teachers, parents and even young people themselves. Having a sense of responsibility as a vital valuable asset is regarded as a means of sympathy among human beings, especially those who have fewer social skills, and is one of the most important factors in the development and flourishing of talents, abilities and creativities, and an important factor in educational achievement, sociability and social compatibility with a peer group. The opposite is also true; that is, irresponsible, arbitrary behavior, and lack of real self-knowledge and self-confidence among the youth, may cause failure, inferiority complex, and irresponsibility in doing

things; it may also create negative thoughts and expectations, and be an effective factor in spreading social corruption and delinquency among adolescents and young people (Khodabakhshi and Abedi, 2009). A root of people's vulnerability is the decline of morality, irresponsibility and lack of social support and their aimlessness. Purpose and morality bring about one's perfection and personality flourishing; therefore, it is obvious that moral intelligence, addressed in this study, is an important step in accepting responsibility in life. Considering the role and importance of the concept of moral intelligence, behavior responsibility, and human's bliss happiness and perfection in general, the present study considers the relationship between moral intelligence and responsibility of elementary school teachers of Bushehr city.

Research hypotheses

The main hypothesis:

There is a significant relationship between moral intelligence and sense of responsibility of elementary school teachers in the city of Bushehr.

Sub- hypotheses:

1- Strengthening moral beliefs is effective on the responsible behavior of elementary school teachers in the city of Bushehr.

2- The team morale of the elementary school teachers in the city of Bushehr and their continuous use of moral intelligence are effective in the area of responsibility.

3- Moral intelligence is effective on elementary school teachers' teaching method, interaction, and education of students in the city of Bushehr.

Research background

Behpazuh et al. (2009) in their study entitled "The effect of teaching social skills on social compatibility and educational performance of slow students" concluded that by choosing, and applying, appropriate skills, the students' level of compatibility and grades might improve.

Siadat et al. (2009) in their study entitled "the relationship between moral intelligence and team leadership among educational and non-educational managers from the perspective of the faculty of Isfahan University of Medical Sciences" concluded that the greater the share of teachers and educators of moral intelligence, the more successful the fulfillment of responsibilities.

Khosrevi et al. (2011) in their study entitled "the relationship between work ethic with organizational commitment and job satisfaction among teachers in the city of Arsanjan," concluded that the relationship between work ethic and organizational commitment was significant, but there was no significant relationship between work ethic and job satisfaction. Moreover, work ethic was related to the aspects of organizational commitment; it was related only to the aspect of the supervisor's job

satisfaction. There was a relationship between the aspects of organizational commitment and those of job satisfaction.

Mokhtaripour and Siadat (2009) in their research entitled "A Comparative Study of the Dimensions of Moral Intelligence from the Perspective of Scientists with the Holy Quran and the Imams" showed that people with high moral intelligence do the right thing right, their actions are continuously consistent with their ideas and values; they represent a high performance, and they always associate their actions with ethical principles.

Lavasani et al. (2007) conducted a study entitled "The relationship between personal, academic and family characteristics with academic achievement of high school students in Tehran." Data analysis revealed that out of 16 predictor variables, only 6 variables of gender, homework accuracy, the mother's education, achievement motivation, student's age and parental involvement in education had significant coefficients for predicting students' educational achievement. Regression analyses to examine the moderating effects of gender and mother's education showed that they were both moderating age and parental involvement for educational achievement, respectively.

Ghafari et al. (2014) conducted a study on medical students of Azad and Public Universities. In Their results showed a positive and direct correlation between students' academic performance and variables of social intelligence, compassion, responsibility, forgiveness, and integrity.

Rafati et al. in (2014) conducted a research on 359 students at Baqiyatallah, Shahed and Shahid Beheshti Universities in Tehran. The results showed that there was a significant correlation among moral intelligence level, marital status, and educational level factors. The highest and lowest mean scores were related to integrity and forgiveness components, respectively.

Bakhtiari and Soleimani in (2017) conducted a research on moral intelligence level of two categories of students at Uromia University. The results showed that there was no significant difference between the two groups regarding compassion component, however, for other three components, the scores were lower in academic cheating students.

Research Method

The research method is descriptive-surveying, and applied in terms of purpose. The survey is a method in social research that goes beyond a specific technique in collecting data. Although it mainly uses questionnaires, other techniques such as interviewing, observation, content analysis, etc. are also used. Since the questionnaire is the simplest way to provide structured data matrix, it is the most common technique used in survey research. Before using the survey method, the use of documentary and library methods is also required. In this study, all elementary school teachers in the

city of Bushehr, the number of whom was 1115 according to official statistics, have been selected as the statistical population.

In this study, through random and multi-stage cluster sampling, a sample size of 286 people has been estimated from the statistical population. Since our sample population consists of all elementary school teachers in the city of Bushehr, among several existing sampling methods, multi-stage cluster one has been employed. In this sampling method, first a number of girls' and boys' schools were randomly selected, then the questionnaires were distributed among the teachers of these schools. In order to distribute the questionnaires, first, in coordination with the Bushehr Education Security, permission was obtained to collect data to conduct this research. Next, we visited each class to distribute the questionnaires among teachers. In order not to take their teaching time, the questionnaires were in the last 15 minutes of the class so that the teachers could calmly answer the questions.

Research findings

Descriptive information of the research

Frequency distribution of samples according to demographic variables

In order to provide an appropriate perspective on the characteristics of the subjects, in this section, the frequency distribution of the sample, in terms of some basic variables, is presented. Also, in order to better compare the distribution of the subjects, in addition to expressing the number of individuals in terms of demographic variables, these figures are also expressed in percentage.

Frequency distribution of teachers by gender

Table 1 shows the ratio of male to female teachers. 35.66 percent of the sample (102 people) were men. Also, about 65 percent of the respondents, that is, 184 of them, were women.

Table 1. Frequency of teachers by gender

Gender	Men	Women	Total
Number	102	184	286
Percent	35.66	64.33	100

Frequency distribution of teachers by age

Table 2 shows the characteristics of the statistical sample by age. It determines that in the statistical sample, 59 people (21percent) are 21-30 years old, 118 people (41percent) are 31-40, 77 people (27percent) are 41-50, and the rest

are 32 people (11 percent) between 51-60.

Table 2. Percentage and frequency of teachers by age

Gender	21-30	31-40	41-50	51-60	Total
Number	59	118	77	32	286
Percent	21	41	27	11	100

Frequency distribution of teachers by the level of education

The frequency distribution of sample people by their level of education in Table 3 showed that 3 percent (9 people) had an associate degree, 71percent (203 people) a bachelor's degree, 24 percent (70 people) a master's degree, and 2 percent (4 people) a PH.D.

Table 3.Frequency of samples by their level of education

Education	Associated	B.A	M.A	PhD	Total
Number	9	203	70	4	286
Percent	3	71	24	2	100

Frequency distribution of sample people by work experience

Table 4 provides the frequency distribution of the sample people by work experience. It showed that 73 percent of the sample (26 people) had a work experience of 1-7 years, 35 percent (102 people) 8-15 years, 22 percent (63 people)16-27 years, and 17 percent (48 people) 25-48 years.

Table 4. Frequency of teachers by work experience

Work experience	7-1	8-15	16-27	25-48	Total
Number	73	102	63	48	286
Percent	24	35	22	17	100

Inferential analysis of the research

Before examining the research hypotheses, it is necessary to select an appropriate statistical test to analyze them. In this regard, one of the basic prerequisites for selecting parametric statistical tests is the normality of data distribution based on the variable under study. In this approach, at first, the Kolmogorov-Smirnov one -sample test was used to evaluate the normality of the factors. In the

Kolmogorov - Smirnov sample test, the null hypothesis indicates that the data distribution is normal and the opposite hypothesis indicates that it is abnormal. Based on the results of Table 5, the meaningful level values of all research factors were more than 0.05. Therefore, the hypothesis of normal distribution of factors was confirmed and the contrary hypothesis based of abnormal data distribution was rejected. Therefore, due to the normality of data distribution, parametric tests were used in subsequent analyses. Kolmogorov- Smirnov test is a sample to determine the normality of factors.

Table 5.Kolmogorov-Smirnov one-sample test for determining the normality off actors

Feeling of responsibility	Moral intelligence	Aspects of indicator
286	286	Number
3.72	3.63	Normal parameters
.623	452	
.678	1.53	Kolmogorov- Smirnov values
.473	.231	Meaningful level (2domains)

Analysis of hypotheses

The primary hypothesis

There is a significant relationship between moral intelligence and the sense of responsibility among the elementary school teachers in the city of Bushehr.

The achieved findings showed that the correlation between moral intelligence and sense of responsibility among elementary school teachers in the city of Bushehr was positive, high and significant, and the intensity of the relationship indicated that increasing the amount and quality of moral intelligence increased the teachers' sense of responsibility. In fact, according to the calculated correlation value (R = .622), there was a meaningful relationship between the two variables at the significance level (P≤0.05); and as one variable increased or decreased, the other variable changed. The calculated coefficient of determination also indicated that 38 percent of the variance of teachers' sense of responsibility could be explained by their moral intelligence. The results can be seen in Table 6. Therefore, the null hypothesis of the research was rejected, and the statistical hypothesis based on the relationship between moral intelligence and sense of responsibility among elementary school teachers was confirmed.

Table 6.Correlation between moral intelligence and teachers' sense of responsibility

Meaningful level	Number	Responsibility feeling	Research variables
0.000	.286	.622	Moral intelligence
.386		Explanation coefficient	

*. P<0.05

Subsidiary hypotheses

First hypothesis

Strengthening moral beliefs affects the responsible behavior of elementary school teachers in the city of Bushehr.

In examining the second hypothesis, ethical beliefs were considered as an independent variable, and their effect on increasing the level of responsible behavior of elementary school teachers was investigated. According to the value of R^2, it is clear that the value of 34 percent of the variance of changes in responsible behavior of primary teachers can be explained by reinforced moral beliefs (R^2= .341). Moreover, in the next table, the values of regression squares for responsible behavior are presented showing that the values of F and t in the table (21.27, 145.37) at the level of P<0.05 are meaningful for the level of responsible behavior among elementary schoolteachers. Table 7 also shows that 3.25 of the total squares for increasing responsible behavior can be explained by moral beliefs. The calculated beta value for this question is also quite significant at the meaningful level of P<0.05. Therefore, it can be said that strengthening moral beliefs is effective on the responsible behavior of elementary school teachers in the city of Bushehr. Other regression values are specified in Table 8.

Table 7.Total square test and the value of F

R^2	Sig	F	Mean of squares	Freedom degrees	Total squares	Model	
.341	.000	145.37	6.251	1	.6.251	Regression	Responsible behavior
			0.043	284	.12.421	Remained	
				285	.18.672	Total variable	

Table 8-Coefficient regression of variables

Meaningful level	T	Standard values Beta	Nonstandard values Std. Error	B	Model	
.000	21.274		0.150	3.541	Fixed value	1
.000	9.632	0.587	0.038	0.412	Responsible behavior	
a. Dependent Variable: behavior						

Second Hypothesis

The team morale of elementary school teachers in the city of Bushehr is the continuous use of effective moral intelligence in their field of responsibility.

In examining this research hypothesis, moral intelligence was considered as an independent variable, and its effect on increasing the group morale of the elementary school teachers was investigated. According to the value of R^2, it is determined that the value of 42 percent of the variance of changes in the group morale of the elementary teachers can be explained by moral intelligence (R^2= .428). Also in the next table, the fair amounts of regression squares for team morale are presented showing that the values of F and t of the table (28.12 and 276.11) at the level of P<0.05 are meaningful for the group morale of the elementary school teachers. In addition, Table 9 shows that of the total squares for increasing group morale, the amount of 9.121 can be explained by moral intelligence. The calculated beta value for this question is also quite meaningful at the level of P<0.05. Therefore, it can be said that the team morale of the elementary school teachers in the city of Bushehr is the continuous use of effective moral intelligence in the field of responsibility. Other regression values are determined in Table 10.

Table 9.Total square test and the value of F

R^2	Sig	F	Mean of squares	Freedom degrees	Total of squares	Model	
.428	.000	.276.11	9.121	1	9.121	Regression	Morale group
			0033	284	9.551	Remained amount	
				285	18.672	Total amount	

Table 10.Coefficient regression of variables

Meaningful level	T	Standard amounts	Nonstandard amounts		Model	
		Beta	Std. Error	B		
.000	.28.124		0.241	4.128	Fixed amount	1
.000	8.213	.0621	.0.056	0.385	Morale group	
			a. Dependent Variable: morale			

Third hypothesis

Moral intelligence is effective on elementary school teachers' teaching method, interaction, and education of students in the city of Bushehr.

In this hypothesis, moral intelligence was considered as an independent variable and its effect on the elementary school teachers' teaching method, interaction, and education of students was investigated. Based on the value of R^2, it is determined that the value of 31 percent of the variance of the teaching method, interaction, and education of students can be explained by moral intelligence (R^2= .312). Also in the next table, the values of regression squares for all three dependent variables are presented showing the values of F and t at the level of P<0.05 are meaningful for the teaching method, interaction, and education of students. Moreover, Table 11 indicates that out of the total number of squares of the teaching method, interaction, and education of students, the amount of 14.25 can be explained by moral intelligence. The calculated beta value for all three variables is also obtained at the meaningful level of P<0.05. Therefore, it can be said that moral intelligence is effective on the teaching method, interaction, and education of students among elementary school teachers in the city of Bushehr. Other regression values are determined in Table 12.

Table 11.Total square test and the value of F

R^2	Sig	F	Mean of squares	Freedom degrees	Total of squares	Model	
.312	.000	173.11	.14.253	1	14.253	Regression	Moral intelligence
			.082	284	23.421	Remained amount	
				285	38.125	Total amount	

Table 12.Coefficient regression of variables

Meaningful level	T	Standard amounts	Non-standards amounts		Model	
		Beta	Std. Error	B		
.000	11.124	.354	.085	3.251	Teaching method	
.000	18.231	.412	.079	4.251	Students Interactions	1
.000	10.021	.389	.059	3.578	Training students	
			a. Dependent Variable: Teaching. Interaction. Training			

Discussion and conclusion

This chapter deals with the conclusion and discussion of the results achieved in the fourth chapter. Therefore, each hypothesis is first proposed and the related results are presented. Then, by providing the research evidence, the possible reasons for confirming or rejecting each hypothesis are analyzed.

Discussion of the main hypothesis

There is a meaningful relationship between moral intelligence and the sense of responsibility among elementary school teachers in the city of Bushehr.

In examining this hypothesis, the findings show that the correlation between moral intelligence and sense of responsibility among elementary school teachers in the city of Bushehr is positive, high and meaningful; and the intensity of the relationship indicates that increasing the amount and quality of moral intelligence promotes the teachers' sense of responsibility. In fact, according to the calculated correlation value (R = .622), there is a significant relationship between the two variables at the meaningful level of P≤0.05). Moreover, as one variable increases or decreases, the other variable changes. The calculated coefficient of determination also indicates that 38 percent of the variance of teachers' sense of responsibility can be explained by their moral intelligence. Therefore, the null hypothesis of the research is rejected and the statistical hypothesis based on the relationship between moral intelligence and sense of responsibility among the elementary school teachers is confirmed.

The test results of this hypothesis are consistent with the findings of researches by Mokhtaripour and Siadat (2009), Bakhtiari and Soleimani. (2009), Lavasani et al. (2007).

According to the findings of the above-mentioned researches, moral intelligence is the factor of distinguishing right from wrong which could be done well by having strong moral beliefs. Moral intelligence refers to the ability to apply moral principles to personal goals, values, and activities; it also refers to the capacity and ability to

distinguish between good and bad things. This type of intelligence includes a meta cognitive or meta-operational domain that enables the reaction of cognitions, attitudes, and moral activities within individual value systems. Being responsible towards students and the field of education is vital in the education organization. Teachers' responsibility includes such things as not spoiling the students, no discrimination, not doing immoral things, and informing the students of the consequences of good deeds and positive participation in people's lives. Therefore, based on the findings of the present study, the researchers could claim that moral intelligence is essential for human beings. Since moral intelligence leads other forms of intelligence to do valuable work, teachers who have not acquired moral intelligence for any reason cannot be suitable for the teaching profession. Such teachers are capable of being morally and socially retarded and changing into abnormal and unsuccessful personalities for they have weak consciences, poor control over their desires, immature moral sensitivities, and misguided beliefs. Teachers should be familiar with the issue of responsibility before starting a teaching career in such a way that they take responsibility for their good and bad behavior and seek to compensate for their bad behavior; they should also be aware of the consequences of their mistakes and know how to correct them. This provides better teaching. In fact, responsibility is formed under the influence of pre-learned moral intelligence, which must be considered. Therefore, it can be said that there is a meaningful relationship between moral intelligence and the sense of responsibility among elementary school teachers in the city of Bushehr.

Discussion of the subsidiary hypotheses

The first hypothesis: strengthening moral beliefs affects the responsible behavior of elementary teachers in the city of Bushehr.

The results obtained for this hypothesis showed that moral beliefs were considered as an independent variable, and its effect on increasing the level of responsible behavior of the elementary school teachers was investigated. According to the value of R^2, it is clear that the value of 34 percent of the variance of changes in responsible behavior of elementary teachers could be explained by reinforced moral beliefs (R^2= .341). The values of F and t (21.27 and 145.37) at the level of P<0.05 are meaningful for the level of responsible behavior of elementary school teachers. Also, 3.25 of the total possibilities of increasing responsible behavior could be explained by moral beliefs. The calculated beta value for this question is also completely significant at the meaningful level of P<0.05. Therefore, it can be said that strengthening moral beliefs is effective on the responsible behavior of elementary school teachers in the city of Bushehr. The test results of this hypothesis are

consistent with the findings of Mokhtaripour and Siadat (2009).

According to the findings of the above –mentioned researches, a person having moral intelligence has strong moral beliefs and the ability to act on them, in a way that the person behaves in a correct and respectful manner. A teacher who has been trained to put moral intelligence along with moral qualities such as self-control, tolerance, fairness, empathy, forgiveness, and other good qualities, is on the right path. However, before doing anything, one needs to consider moral values and competencies as the first step and insist on doing them; this stems from the responsible behavior of teachers. Therefore, based on the findings of the present study, if a teacher comes to the conclusion that morality and moral beliefs have a significant impact on education, and feel obligated to do appropriate educational things in accordance with moral beliefs, he/she can have a fruitful teaching. Teachers' responsible behavior helps to be sensitive to the needs and feelings not only of their own but also those of the children, and to be more willing to help the children. It is also a strong moral force compelling the teachers to behave properly, to avoid oppressive treatment of children, for they can recognize and understand children's emotional suffering. Therefore, it can be said that strengthening moral beliefs affects the responsible behavior of elementary school teachers in the city of Bushehr.

Second hypothesis

The team morale of the elementary school teachers in the city of Bushehr and their continuous use of moral intelligence are effective in the area of responsibility.

The results obtained showed that in examining this hypothesis, moral intelligence was considered as an independent variable, and its effect on increasing the team morale of elementary teachers was investigated. According to the value of R^2, it is determined that the value of 42 percent of the variance of changes in the team morale of elementary teachers could be explained by moral intelligence (R^2=.428).Moreover, the values of F and t (28.12 and 276.11) at the level of P<0.05 are meaningful for the group morale of elementary school teachers. Also, of the total squares for increasing team morale, the amount of 9.121 could be explained by moral intelligence. The calculated beta for this question is also quite meaningful at the significance level of P<0.05. Therefore, it can be said that the team morale of elementary school teachers in the city of Bushehr is the continuous use of effective moral intelligence in the area of responsibility. The test results of this hypothesis are consistent with the findings of Khosrevi et al. (2011), and Lavasani et al. (2007).

Also, in table 9, it would be determined that total squares increase team morale and the amount of 9-121 could be explained by moral intelligence. The calculated beta for this

question is also at the meaningful level of P<0.05. Therefore, it can be said that the team morale of the elementary school teachers in the city of Bushehr is the continuous use of effective moral intelligence in the area of responsibility. Other regressions are determined in table 10.

Based on the findings of the above- mentioned researches, effective team morale requires that people understand each other correctly and their response be in such a way that the flow of information is preferentially in the direction of each other's intention. Teachers can teach successfully if they substitute behaviors such as snitching, mischief-making, and jealousy for a sense of cooperation and teamwork, which leads to a better sense of responsibility and understanding of the work. Therefore, based on the findings of the present study, it can be said that teachers who have high moral intelligence are fully familiar with the issues of cooperation, empathy, participation, responsibility in work and consider team morale as a factor for progress in teaching; thus they can make use of other teachers' experiences in the discussion of education. It can therefore be said that the team morale of elementary school teachers in the city of Bushehr is the continuous use of effective moral intelligence in the field of responsibility.

Third hypothesis

Moral intelligence is effective on elementary school teachers' teaching method, interaction, and education of students in the city of Bushehr.

The results showed that in this hypothesis, moral intelligence was considered as an independent variable, and its effect on the teaching, interaction, and education of elementary school students was investigated. According to the value of R^2, it is clear that the value of 31 percent of the variance of the way of teaching, interaction and education of students can be explained by moral intelligence (R^2= .312). Also, the values of F and t at the level of P<0.05 are meaningful for the teaching method, interaction, and education of students. Moreover,14.25 of the total squares of teaching, interaction and education of students can be explained by moral intelligence. The calculated beta value for all three variables is also obtained at the meaningful level of P<0.05. Therefore, it can be said that moral intelligence is effective on the teaching, interaction and education of elementary school students in the city of Bushehr. The test results of this hypothesis are consistent with the findings of Bakhtiari and Soleimani (2009).

Based on the findings of the above – mentioned researches, morality is formed as a result of the interaction of factors such as choices and options. Teachers benefit from their prior experiences to distinguish right from wrong. At the same time, when they feel that students need education, they address the needs of students in a balanced way, thus teaching students to accept rules in life and to endure despair; this is due to the

fact that extreme love and meeting the needs, regardless of the child's wishes, spoils them. This, based on selfish individualism, causes children to become arrogant in the early stages of moral development.

Proper training and teaching require morality and moral intelligence. Therefore, based on the findings of the present study, it can be said that moral intelligence can be completely taught and learned; it cannot be inherited in any way, and is transmitted only through education. The best time to teach moral intelligence is from infancy to the end of adolescence, and procrastination in this area causes a potential weakness in learning moral virtues and creating destructive habits. The teachers should base their teaching on what they have experienced in the past, and in fact what moral intelligence has caused, and the knowledge of what is appropriate for the age of elementary school children, and what behavior can affect their teaching method, interaction and empathy. This will lead to better teaching, interaction and training of students. Therefore, it can be said that moral intelligence is effective on the teaching, interaction and education of elementary school students in the city of Bushehr.

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