

Moral Imagination and Its Relationship to Emotional Regulation Among Students of the University of Mosul

¹Dr. Yasser Mahfoudh Hamed Aldulaimi, ²Thaer Farhan Mashaan Harshan al-Shammari

¹Assistant Professor University of Mosul / College of Education for Human Sciences

Department of Educational and Psychological Sciences

dr.yasirmahfoudh@uomosul.edu.iq

²Researcher University of Mosul / College of Education for Human Sciences

Department of Educational and Psychological Sciences

thaer.24ehp26@student.uomosul.edu.iq

ARTICLE INFO

Received: 18 Dec 2024

Revised: 10 Feb 2025

Accepted: 28 Feb 2025

ABSTRACT

The aim of the research is to identify the level of moral imagination among students of the University of Mosul and to identify the significance of the differences in moral imagination among the members of the research sample according to the variables (gender, specialization, grade) and to identify the level of emotional organization among students of the University of Mosul, as well as identifying the significance of differences in emotional organization between the members of the research sample according to the variables (gender, specialization, grade) and revealed the statistical significance of the relationship between moral imagination and emotional organization among the members of the research sample.

Keywords: identify, organization, specialization, imagination

The basic research sample consisted of (1020) male and female students selected randomly from the faculties of the University of Mosul for the academic year (2024/2025) distributed over (10) colleges, including (5) colleges with scientific specialization and (5) colleges with humanitarian specialization, to achieve the objectives of the research, the student researcher applied the two tools that he built: Moral imagination test and emotional organization scale. The validity of the two scales was verified by adopting (virtual honesty, constructive honesty, self-honesty), as for the stability, it was calculated by the method of (retest) and after the application of the two tools, the data were treated statistically using the statistical bag program for social sciences (SPSS) and the results showed the following:

1. The level of moral imagination among students of the University of Mosul is higher than the level of the hypothetical average.
2. There are no statistically significant differences in the moral imagination between the members of the research sample according to the gender variable (males / females) and the variable of specialization (scientific / humanitarian) and the presence of statistically significant differences in moral imagination according to the variable of the grade (second / fourth) and in favor of the fourth grade.
3. The research sample has an emotional organization higher than the default average in general.
4. There are no statistically significant differences in the level of emotional organization between the members of the research sample according to the gender variables (males / females) and the variable of specialization (scientific / humanities) and the variable of the grade (second / fourth).
5. There is a statistically significant correlation between moral imagination and emotional organization among students of the University of Mosul.

In light of the results of the research, the student researcher came up with some recommendations and suggestions: one of them is the need for universities to design training courses based on critical thinking and moral reflection to help students develop their moral imagination, implement training programs on emotional control, stress management, and cognitive reassessment strategies, which may enhance students' ability to regulate emotionally.

The researcher suggested conducting a study of moral imagination and its relationship to emotional regulation on other samples such as (middle school students, middle school students), and conducting a study of moral imagination and its relationship to other variables such as (empathy, psychological flexibility), as well as conducting a study of the impact of an educational program based on the theory of Cross on the development of emotional organization among students of the University of Mosul.

Research Problem:

Arab societies in general, including Iraqi society and Mosul society in particular, have recently witnessed many changes at the economic, social, cultural and value levels, which led to the emergence of behavioral practices and social manifestations that were not familiar and present in this society to some extent.

The problem of research in the field of moral imagination is manifested in the lack of studies that address the impact of this concept on the behavior of individuals and their moral decision-making. Despite the theoretical recognition of the importance of moral imagination, however, there is a lack of applied research exploring how to develop and enhance this capacity in educational and professional settings, this deficiency limits our understanding of how to use moral imagination as an effective tool in addressing contemporary ethical challenges.

The university stage is one of the most important stages in an individual's life, because of many important physiological and psychological changes in his life, in addition to being subjected to increasing pressure about the options and goals that he wants to pursue or achieve successfully and then make and commit to critical decisions, such as choosing the work he desires, or heading towards completing graduate studies, however, sometimes his personality and decisions are affected by the thinking methods used by him, and if his thinking is positive, this is reflected in the organization of his emotions positively, in addition to its reflection on other important variables, the most important of which is emotional regulation (Khasawneh, 2020: 35).

Emotions are an essential part of the human personality, they are innate and acquired psychological, biological and behavioral states. Man is born with a set of basic emotions such as fear and anger, which develop and become complicated over time, a person can better control and direct these emotions through learning and personal development, and the inability to regulate emotions leads to many psychological problems, such as difficulty dealing with different situations, not enjoying life, poor social relationships, in addition to eating disorders, drug addiction, anxiety, anger, and depression (Al-Jawari and Mai, 2019: 198).

The student researcher believes that the relationship between moral imagination and emotional regulation is one of the areas that have not received sufficient research, this leaves a knowledge gap in understanding how this relationship affects individuals' behavior and ethical decision-making. Despite the theoretical recognition of the importance of both moral imagination and emotional regulation, however, the applied studies that explore the interaction between them are still limited, so the student researcher summarized the problem of the current research with the following points:

- 1- In the field of educational psychology, the researcher notes the scarcity of studies that address the relationship between moral imagination and emotional regulation, despite the importance of this topic.
- 2- The researcher believes that there is a close relationship between these two variables, and suggests conducting a study targeting students, especially university students, to explore this relationship more deeply.
- 3- The researcher noted the lack of an objective tool to measure moral imagination. This tool is necessary for the diagnosis of many behavioral and educational phenomena, and better understand the relationship between moral imagination and emotional regulation.
- 4- The most urgent thing is that the subject of study has a very important age, social and educational group represented by university students as qualified to lead society.

The Importance of the Research

The educational process is the cornerstone of the progress and prosperity of society, as it works to develop minds and expand their perceptions, making them more productive and effective, the development of human resources is one of the most important priorities sought by societies, especially developed ones, it believes that people, and students in particular, are the basis and goal of development. Education aims to prepare a generation of young people imbued

with the culture of their nation, proud of their heritage, and keen on their customs, traditions, morals and cohesion, the main purpose of education is to instill and consolidate the strength of determination in souls, and then to develop a pure living will capable of serving all humanity (Denny, 2018: 89).

Moral imagination is not limited to just generating useful ideas, but also includes the ability to form ideas about what is good and right, and putting the best ideas into practice to serve others, and this involves sensitivity to individuals and different life circumstances, research into mental preoccupations suggests that individuals often think about moral issues on a daily basis, and individuals employ one of humanity's greatest talents: moral imagination, but what promotes the development of moral imagination and determines to what extent it is used to benefit humanity? How the morally imagined individual uses emotional and social experiences, reflection and choice to produce a work of moral imagination (Belwalker, 2016: 210).

Moral imagination and emotional regulation are integrated into the formation of an individual's personality and interaction with the world around him, moral imagination enables an individual to visualize different moral situations, evaluate them from diverse perspectives, understand the perspectives of others, and think about the possible consequences of their actions, emotional regulation helps an individual deal with his emotions consciously and effectively, express them appropriately, and control his reactions, which contributes to making sound ethical decisions, a person with a well-developed moral imagination and good emotional organization is better able to empathize with others, understand their motives, and appreciate their feelings, which enhances his moral behavior, it contributes to building positive relationships with others, the moral imagination is considered as the "engine" that pushes the individual to think about moral values, emotional regulation is seen as the "force" that helps them translate these values into actions and behaviors (Teresa, 2019: 125).

The student researcher believes that the importance of this research stems from the perception that moral imagination and emotional organization are two main pillars of the personality of the successful university student and contributor to his society. The moral imagination, as mentioned above, it gives the student the ability to visualize different scenarios and make appropriate ethical decisions in the diverse situations he may face in his university life, this ability to imagine and analyze ethics enables the student to have a deeper understanding of himself and others, and to develop a sensitivity to contemporary ethical issues, but, for moral imagination to be effective, it must be accompanied by strong emotional regulation, a student with good emotional organization is able to control his emotions, manage his emotions consciously, and respond to different situations in a balanced and rational manner, this emotional organization allows the student to think clearly, make informed decisions, and interact positively with others, even under stress and challenges, a student who possesses a fertile moral imagination and a strong emotional organization is able to reconcile his moral values with his feelings, this leads him to make decisions that are compatible with his principles and, at the same time, achieve satisfaction and happiness, this balance of mind and emotion is the key to success in university life and beyond, enabling the student to build strong relationships, achieve lofty goals, and contribute effectively to his community.

Research Objectives:

- 1- Identifying the level of moral imagination among students of the University of Mosul.
- 2- Identifying the statistically significant differences in the level of moral imagination among students of the University of Mosul according to the following variables:
 - A. Gender (males – females).
 - B. Specialization (scientific - humanitarian).
 - C. Grade (second – fourth).
- 3- Identifying the level of emotional organization among students of the University of Mosul.
- 4- Identifying the statistically significant differences in the level of emotional organization among students of the University of Mosul according to the following variables:
 - A. Gender (males – females).
 - B. Specialization (scientific - humanitarian).
 - C. Grade (second – fourth).
- 5- Identify the correlation between moral imagination and emotional organization among students of the University of Mosul.

- 6- Identifying the differences in the correlation between moral imagination and emotional organization among students of the University of Mosul according to the following variables:
- Gender (males – females).
 - Specialization (scientific - humanitarian).
 - Grade (second – fourth).

Research Limitations

- Time limits: Academic year (2024-2025) morning study.
- Spatial limits: Faculties of the University of Mosul / Nineveh Governorate Center.
- Human limits: University of Mosul students of both genders (males and females) and for grades (second - fourth).
- Objective limits: moral imagination, emotional regulation.

Definition of the Terms

Moral imagination

Yurtsever defined it (2006)

(A type of distinct thinking in which the individual evokes sense and understanding together in order to produce new content that helps in exploring new ways to identify the problems that meet the individual and provide innovative solutions to them) (Yurtsever,2006: 110).

Moral imagination in theory: Since the researcher adopted the theory of Yurtsever, so his theoretical definition is adopted.

Procedural Moral Imagination: The score obtained by the respondent on the moral imagination test that has been built by the student researcher.

Emotional regulation

Gross defined it (Gross,2014)

"The processes that occur when an individual tries to influence the amount or type of emotion they possess and how to express that emotion in their relationships with others around them to influence levels of emotional response" (Gross, 2014:6).

Emotional regulation in theory: Since the researcher adopted Gross's theory (Gross, 2014), his theoretical definition is adopted.

Emotional regulation procedurally: The score obtained by the respondent on the scale of emotional regulation that has been built by the student researcher.

Previous Studies:

First: Previous Studies Dealing with Moral Imagination:

- 1- Nassef Study (2010): The factor construction of spiritual intelligence and its relationship to moral imagination and leadership styles among teachers, the study aimed to identify the nature of the factor structure of spiritual intelligence and its relationship to moral imagination and leadership styles among teachers in Jordan. The research sample consisted of 646 male and female teachers, in the study, the researcher used the scale of moral imagination (Arabization and legalization). The apparent honesty and the honesty of the construction were calculated, as was the Cronbach alpha coefficient of stability, the results of the study showed that the moral imagination scores of teachers can be predicted through the four factors of spiritual intelligence (transcendent consciousness, critical existential thinking, production of personal meaning, expansion of the state of feeling (Nassef, 2010).

1. Yurtsever's study (2006)

Study Title: Gender Differences in Moral Imagination.

The study aimed to identify the relationship between gender (males - females) among a sample of students and the study sample consisted of (214) male and female students. A measure of moral imagination was built. Appropriate honesty and consistency procedures have been calculated. Using the statistical bag for social sciences (spss). The results of the study resulted in a statistically significant difference between males and females in moral imagination and in favor of females (Yurtsever, 2006).

Second: Previous Studies on Emotional Regulation:

1. Study of Muhammad and Ali (2024): Academic motivation and its relationship to emotional regulation among pharmacy students. The study aimed at: to identify the level of emotional organization among university students and to identify the relationship between academic motivation and emotional organization among university students, as well as to know the differences according to the variables (gender, grade). The study sample consisted of (200) male and female students. The scale of emotional regulation was built by the two researchers, the procedures of apparent honesty and honesty of construction and stability were calculated by the method of repetition. Using the statistical bag for social sciences (spss). The results of the study resulted in the college students enjoying an above-average level of emotional regulation and a correlation between emotional regulation, self-esteem among university students is a statistically significant difference in the level of emotional organization among university students due to the gender variable (male-female) and in favor of females, and there are no statistically significant differences due to the grade variable (Muhammad and Ali, 2024).
2. Lopes et al. (2005): Emotional regulation and its relationship to quality of life among university students. The study aimed to identify the level of emotional organization among university students as well as to know the differences according to the variables (gender, age). The study sample consisted of (76) male and female students. The emotional regulation scale prepared by Meyer and Salulovi (1997) was used, appropriate honesty and consistency procedures have been calculated. Using the statistical bag for social sciences (spss). The results of the study resulted in university students enjoying a level of emotional organization and a statistically significant difference in the level of emotional organization among university students due to a variable and no statistically significant differences due to the gender variable (male-female) (Lopes.et al, 2005).

• Aspects Of Scientific Benefit from Previous Studies:

1. Previous studies have contributed to determining the most appropriate methodology for this study, which is the relational descriptive approach.
2. The review of previous studies enabled the researcher to identify the research related to the variables of the study, it provided him with ideas, hypotheses, and explanations that helped determine the dimensions of the research problem and the importance of the current research.
3. Previous studies have been used to follow the appropriate procedures for selecting the sample, and to determine the appropriate statistical methods.

– Research Procedures

Second: Research Community:

The research community is defined as all the elements related to the problem of the study to which the researcher seeks to generalize the results of the study (Mohammed, 2012: 47). The current research community consists of students of the University of Mosul for the academic year (2024-2025) distributed over (24) colleges for the two disciplines (humanitarian and scientific), and in line with the objectives of the research, the number of students of the second and fourth grades reached (20373) male and female students.

– Research Sample:

The research sample is part of the study population that is randomly selected or in a stratified systematic manner, so that it is representative of the entire population, in other words, a group of individuals from the community is selected to represent the research community. (Aishour et al., 2017: 228). The size of the construction sample was (400) male

and female students, while the size of the final application sample was (1020) male and female students from the University of Mosul.

– **Research Tools:**

For the purpose of achieving the objectives of the research, it was necessary to use tools to measure both the moral imagination and the emotional organization of university students, with objective psychometric characteristics, after reviewing a number of measures related to moral imagination and emotional regulation, the student researcher built a test of moral imagination and a measure of emotional organization for the inappropriateness of foreign standards and Arab standards that the researcher reviewed with the current research sample.

The following is a presentation of the research tools:

The First Tool / Moral Imagination Test:

A. Test Description:

After reviewing a number of previous studies related to moral imagination in the Iraqi environment, through previous studies, a study (Al-Zubaidi, 2023) was reviewed, and it was found that the researcher has built a measure of moral imagination, after consulting a number of specialists in measurement, evaluation and educational psychology, it was better to build a test for moral imagination, and in order for the researcher to verify the objectives of his research, the student researcher began to build the test.

B. Defining the Concept of Moral Imagination Theoretically:

After reviewing a number of previous studies and theories related to moral imagination, the student researcher adopted the theory of (Yurtsever, 2006) in building the test and his theoretical definition was also adopted, which defines moral imagination as: (A type of distinct thinking in which the individual evokes sense and understanding together in order to produce new content that helps in exploring new ways to identify the problems that meet the individual and provide innovative solutions to them) (Yurtsever, 2006: 110).

B. Determining the test areas:

The areas of testing were determined in the light of the theory (Yurtsever, 2006) adopted by the researcher and the theoretical definition as follows:

- 1- Moral Reproduction: 7 positions were developed that measure moral imagination and three alternatives were developed for each situation.
- 2- Fertile imagination: 7 positions were developed that measure fertile imagination and three alternatives were developed for each situation.
- 3- Innovative imagination: 7 situations were developed that measure innovative imagination, and three alternatives were developed for each situation.

Second - Emotional Regulation Scale:

A- Scale Description

To achieve the objectives of the current research and for the purpose of measuring emotional regulation among students of the University of Mosul, the researcher built an emotional regulation scale after it became clear to the researcher that the scales that measure emotional regulation are inappropriate, either because of its old construction or its unsuitability for the Iraqi environment, the researcher has followed specific steps in the construction process.

B- Defining the Concept of Emotional Regulation Theoretically:

After reviewing a number of previous studies and theories related to emotional regulation, the student researcher adopted the model of Cross (Gross, 2014) in building the scale and its theoretical definition was also adopted, which defines emotional regulation as "The processes that occur when an individual tries to influence the amount or type of emotion they possess and how to express that emotion in their relationships with others around them to influence levels of emotional response" (Gross, 2014:6).

C- Areas of the Emotional Regulation Scale:

The test areas were determined in the light of the Gross, 2014 model adopted by the researcher and the theoretical definition as follows:

- 1- Position Choice: It includes (10) paragraphs starting from the sequence (1....10).
- 2- Modifying the position: It includes (10) paragraphs starting from the sequence (11....20).
- 3- Distribution of attention: It includes (10) paragraphs starting from the sequence (21...30).
- 4- Cognitive assessment: It includes (10) paragraphs starting from the sequence (31... 40).
- 5- Modifying the response: It includes (10) paragraphs starting from the sequence (41... 50).

Thus, the initial formula of the scale was completed and then five alternatives were developed (strongly agree, agree, neutral, opposed, strongly opposed) as the scale in its initial form reached (50) items.

• Tools Validity:

Validity is one of the most important characteristics that must be achieved in psychological tests and measures, it reveals the accuracy of their internal content and their ability to measure what they are designed to measure (Al-Sayed, 2006: 400).

The student researcher has adopted the following methods to extract the coefficient of honesty of emotional organization as follows:

- Virtual Validity:

To verify the apparent honesty of the scale of moral imagination and emotional regulation, it was presented to a group of 16 experts specialized in educational and psychological sciences, this consultation aimed to ensure the appropriateness of the scale items for the study sample of university students, and to ensure that the scale achieves the objectives of the research, the researcher adopted 75% or more of the consensus of the experts' opinions as a criterion to judge the apparent validity of the scale, this criterion is based on the opinion of Anna Anastasi, who emphasizes the importance of providing the apparent honesty of the scale to increase its effectiveness in practical situations (Mikhael, 2017: 168). Based on expert observations, none of the paragraphs of the two scales has been deleted.

- Construction Validity:

Construction validity refers to the extent to which a test or scale is able to measure the psychological traits it is designed to measure, in other words, it is to ensure that the test actually measures the concept or trait it claims to measure, each measure has a specific concept or attribute that it seeks to measure, and if the scale succeeds in measuring this attribute accurately, it is considered to be constructive honest (Al-Khayyat, 2009: 160). Construction validity is measured in several ways and as follows:

A- Calculation of the Discriminatory Power of Paragraphs:

After correcting the two scales and calculating each student's overall score, they were ranked from the highest grade to the lowest score, when the top 27% of the scores were determined to represent the top group, and the lowest 27% to represent the lower group, the discriminatory power of each of the two scales was calculated using the t-test of two independent samples through the SPSS program, as a result of this procedure did not delete any of the paragraphs as it was found that the calculated T values for all paragraphs were higher than the tabular value, so they are distinct paragraphs. Thus, the scale of moral imagination consists of (21) attitudes and the scale of emotional regulation consists of (50) items.

B- Calculation of the correlation coefficient between the degree of each paragraph with the total score of the scale:

Internal consistency refers to the homogeneity and coherence of scale paragraphs in measuring the same property or concept (Al-Manizel and Adnan, 2019: 163). The scale was applied to the construction sample of 400 students. Next, the correlation coefficient between the score of each paragraph and the overall score of the two scales was calculated.

• **Constancy:**

The student researcher used the method of retesting to extract the stability of moral imagination and emotional regulation: This method is known as the "retest method", in which the two scales are applied to the same group of individuals twice at a short interval (usually two weeks) (Al-Issawi, 2005, p. 50). Next, the correlation coefficient between the scale scores is calculated both times the higher the correlation coefficient, the greater the stability of the instrument (Nofal and Ferial, 2010: 276). The retest method is a common method for measuring the stability of metrics, in this study, the scale of moral imagination and emotional regulation was applied to a sample of 80 students on 23/11/2024, it was then applied again to the same sample on 7/12/2024, that with an interval of two weeks. Pearson's correlation coefficient was calculated between the scores of the two applications, and the moral imagination scale was 0.82 and the emotional regulation scale was 0.81, a high value indicating good stability of the two scales.

• **Correction of the Moral Imagination Test:**

The grading process aims to give a score to each answer chosen by the examinee on each paragraph (situation) of the test, three alternatives were used for each situation, with each alternative being given a score of 1 to 3, according to the pre-prepared correction key, to calculate the overall score for each examinee, the answer scores for all situations are summed.

• **Correction of the Scale of Emotional Regulation:**

The correction process means to set a score for the respondent's response to each paragraph of the scale in light of the alternative chosen by the respondent, the student researcher used the following weights (weight 5 for the alternative (strongly agree), weight (4) for the alternative (OK), weight (3) for the alternative (neutral), weight (2) for the alternative (opposed), weight (1) for the alternative (strongly opposed).

Thus, the highest score obtained by the responding student is (250), the lowest score is (50), and the default average of the scale is (150), in light of this, students' grades will be collected to extract the total score for each student.

Fifth: Final Application of the Two Standards:

The 50-item emotional regulation scale was applied to the basic research sample of 1020 students from various colleges of the University of Mosul. The application process started on 18/12/2024 and continued until 19/2/2025. The researcher was keen to clarify the purpose of applying the scale at the beginning of each meeting with student groups, stressing that the data will be used for scientific research purposes only. The researcher also stressed the need to answer all paragraphs of the two scales and not to leave any empty paragraph, while emphasizing the importance of the accuracy of information related to research variables (gender, specialization, grade).

Sixth: Statistical Methods:

In order to process the data contained in the research, the researchers used the Statistical Bag Program for Social Sciences (SPSS).

Presentation and Discussion of Results

The first objective: to identify the level of moral imagination among students of the University of Mosul.

To achieve this goal, the arithmetic average of the scores of the research sample consisting of (1020) male and female students was calculated, as shown in Table (1).

Table 1 The results of the T-test to measure the level of moral imagination of the total sample

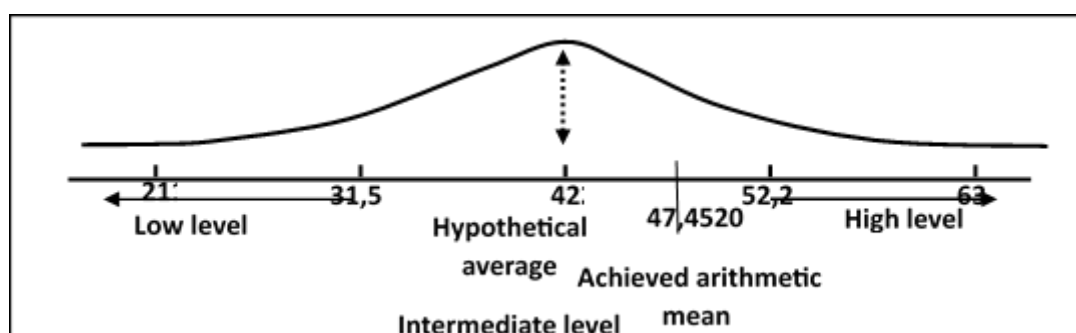
Dimensions	Number	Arithmetic mean	Default average	Standard deviation	T-value		Significance
					Calculated	Tabular	
Reproducing the moral	1020	16.5216	14	2.21834	36.303	1.960	There is a significance difference

imagination						(0.05) (1019)	
Fertile imagination		15.9696	14	2.52175	24.945		There is a significance difference
Innovative imagination		14.9608	14	2.71268	11.312		There is a significance difference
Total Grade		47.4520	42	5.02776	43632		There is a significance difference

The result indicates that there is a significant difference in the moral imagination test and in favor of the members of the research sample, it was also found that the scores of the sample members fall within the level above the hypothetical average of the levels of moral imagination and Figure (1) shows that:

Figure (1)

The location of the scores of the sample members on the standard distribution curve in the moral imagination test



The student researcher interprets this result through several interrelated factors. The cultural and social context may have an important role, as the students of the University of Mosul have a rich moral heritage influenced by Islamic and societal values, in addition to the challenges they went through, which may have enhanced their ability to imagine the consequences of their actions, psychological factors such as the ability to empathize and think critically may play a role. The role of the university in providing an environment supportive of ethical values through its curricula and activities cannot be overlooked, besides the role of professors in promoting moral awareness. The University of Mosul is a positive indicator in the life of an important segment of Iraqi society.

Second Objective: Identify the statistically significant differences in the level of moral imagination among students of the University of Mosul according to the variables (gender, specialization, grade) The following results were shown as in Table (2)

Table (2)

The results of the T-test for two independent samples to indicate the difference in the level of moral imagination according to the variables

Variables		Number	Arithmetic mean	Standard deviation	T-value		Significance
					Calculated	Tabular	
Gender	males	516	47.3585	5.04170	0.600	1.960 (0.05) (1018)	There is no Significance difference
	females	504	47.5476	5.01664			
Class	Thelni	457	46.1204	4.97670	8.363		There is a Significance difference in favor of the fourth
	fourth	563	48.7675	5.06791			
Specialization	Scientific	428	47.4650	5.16665	0.070		There is no Significance difference
	Humanitarian	592	47.4426	4.92929			

Third Objective: Identify the level of emotional organization among students of the University of Mosul

To achieve this goal, the arithmetic average of the scores of the research sample consisting of (1020) male and female students was calculated as shown in Table (3).

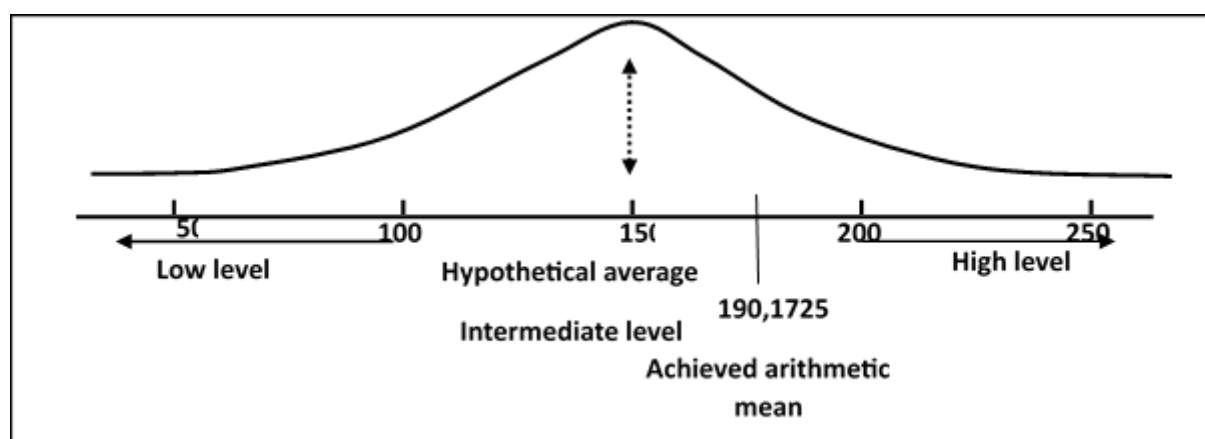
Table 3 Results of the T-test to measure the level of emotional regulation of the total sample

Dimensions	Number	Arithmetic mean	Default average	Standard deviation	T-value		Significance
					Calculated	Tabular	
Attitude Test	1020	38.5784	30	5.49946	49.818	1.960 (0.05) (1019)	There is a significance difference
Position adjustment		39.1882	30	5.72753	51.235		There is a significance difference
Attention distribution		38.0373	30	5.61774	45.693		There is a significance difference
Cognitive assessment		36.9000	30	5.18223	42.524		There is a significance difference
Modify the response		37.4686	30	5.45694	43.711		There is a significance difference

Total Grade		190.1725	150	19.28083	66.543		There is a significance difference
-------------	--	----------	-----	----------	--------	--	------------------------------------

It was also found that the scores of the sample members fell within the average level of emotional regulation levels and this is evident in Figure (1).

Figure (2) The location of the scores of the sample members on the standard distribution curve in the emotional regulation scale



The student researcher explains this result that the presence of an above-average level of emotional organization among students of the University of Mosul, if it indicates anything, indicates their good ability to manage and control their emotions, this helps them deal with the stress of college life more effectively and reduces their likelihood of anxiety and depression. It also contributes to healthy relationships and enhanced focus and productivity, this level is also due to the increased awareness of the importance of mental health, the social support they receive, as well as the extra-curricular activities offered by the university. to maintain this level.

Fourth Objective: Identify statistically significant differences in the level of emotional organization among students of the University of Mosul according to the following variables: (gender, specialization, grade).

To achieve this objective, the arithmetic average of the scores of the research sample consisting of (1020) male and female students was calculated as shown in Table (4).

Table 4

T-test results for two independent samples to indicate the difference in the level of emotional regulation according to research variables

Variables		Number	Arithmetic mean	Standard deviation	T-value		Significance
					Calculated	Tabular	
Gender	males	516	189.8857	19.24236	0.481	1.960 (0.05)	There is no Significance difference
	females	504	190.4663	19.33483			
Class	Thelni	457	189.6630	19.47941	0.915		

	fourth	563	190.7744	19.12621		(1018)	There is no Significance difference
Specialization	Scientific	428	188.9159	19.33114	1.772		There is no Significance difference
	Humanitarian	592	191.0811	19.20951			

Fifth Objective: Identify the correlation between moral imagination and emotional organization among students of the University of Mosul:

In order to achieve this goal, the researcher extracted the value of the Pearson correlation coefficient between the responses of the sample members on the moral imagination tool and their responses on the emotional regulation tool, as the value of the correlation coefficient was (0.247), the T-test was also applied to detect the significance of the correlation coefficient and it was found that the calculated T value of (8.133) is greater than the tabular T value of (1.960) at the level of significance (0.05) and with a degree of freedom (1018), this result indicates a positive correlation statistically significant between moral imagination and emotional organization among university students and Table (5) shows that.

Table (5) The relationship between moral imagination and emotional regulation in general

Number	Correlation coefficient	T-value		Significance level at (0.05)
		Calculated	Tabular	
1020	0.247	8.133	1.960	There is a significance relationship

Significance level (0.05) and degree of freedom (1018)

Through this result, we find that there is a statistically significant positive correlation between students' scores on the moral imagination test and their scores on the emotional organization scale.

Conclusions, Recommendations and Proposals

First: Conclusions: In the light of the results of the research, the student researcher came up with the following conclusions:

- 1- Students of the University of Mosul have higher than the default average levels in both moral imagination and emotional organization.
- 2- Gender or specialization does not significantly affect the level of moral imagination or emotional organization, but gender affects the correlation between them.

Second: Recommendations: In light of the results of the study, the student recommends the following research:

- 1- Drag activities based on moral stories, interactive scenarios, and intellectual games in university curricula to enhance students' moral imagination.
- 2- Implement training programs on emotional control, stress management, and cognitive reassessment strategies, which may enhance students' ability to regulate emotionally.

Third: Proposals: The researcher proposes:

- 1- Studying the moral imagination and its relationship to emotional organization on other samples such as (middle school students, middle school students).

2- Conducting a study of moral imagination and its relationship to other variables such as (empathy, psychological flexibility).

REFERENCES

- [1] Al-Jawari, Azhar Abboud and Mai Mosaddeq Delphi (2019): Building the Emotional Organization Scale According to the Cross Model among University Students in the Kurdistan Region (Building and Application), Journal of the College of Education - Al-Mustansiriya University, Sixth Issue.
- [2] Khasawneh, Amna Hikmat (2020): Emotional organization and its relationship to positive thinking among Yarmouk University students, Al-Quds Open University Journal for Educational and Psychological Research and Studies, Volume (11) Issue (30) - Al-Quds University.
- [3] Al-Khayyat, Majed Mohammed, (2009): Fundamentals of Measurement and Evaluation in Education, 1st Edition, Dar Al-Raya for Publishing and Distribution, Amman-Jordan.
- [4] Donny, J., (2018): How to succeed with your morals, 1st Edition, Nabta Publishing House, Giza-Egypt.
- [5] Al-Sayed, Fouad Al-Bahi, (2006): Statistical Psychology and Measurement of the Human Mind, 7th Edition, Dar Al-Fikr Al-Arabi for Publishing and Distribution, Amman-Jordan.
- [6] Adel, Ayman Mohamed (2019): Positive Psychology: Its Origins and Application, International Books and Publishing, Cairo - Egypt.
- [7] Aishour, Nadia et al., (2017): Methodology of Scientific Research in the Social Sciences, 1st Edition, Hussein Ras El Jabal Foundation for Publishing and Distribution, Constantine-Algeria.
- [8] Al-Issawi, Abdul Rahman Mohammed, (2005): The Art of Psychometrics, 1st Edition, Dar Al-Fikr Al-Arabi for Printing, Publishing and Distribution, Beirut-Lebanon.
- [9] Mohammed, Siham Abdulhadi and Ali Maleh Mahdi (2024): Academic motivation and its relationship to emotional organization among students of Pharmacy College, Journal of Studies in Humanities and Educational Sciences, University of Thi-Qar.
- [10] Mikhael, Amtanios Nayef, (2016): Building psychological and educational tests and measures and their technology, 1st Edition, Dar Al-Assar Al-Alami for Publishing and Distribution, Amman-Jordan.
- [11] Al-Munizil, Abdullah Falah and Adnan Yousef Al-Atoum, (2019): Research Methods in Educational and Psychological Sciences, 1st Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman-Jordan.
- [12] Nofal, Muhammad Bakr and Ferial Muhammad Abu Awad, (2010): Thinking and Scientific Research, 1st Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman-Jordan.
- [13] Nassef, Muhammad Yahya (2010): The factor construction of spiritual intelligence and its relationship to moral imagination and leadership styles among teachers, National Center for Educational Research and Development, Journal of Western Human Studies, Issue (20), July 2011.
- [14] Belwalkar, Bharati B., Tobacyk, Jerome J. (2016), **Evidence for Incremental Validity of Proactive Personality in Predicting Task Performance**, David Publishing, Vol. 6, No. 11.
- [15] Gross & Munoz, R.E. (1995). **Emotion Regulation and mental health**. Clinical psychology Science and practice.vol.2, pp151-164.
- [16] Gross (1999). **Emotion regulation**: Past, present, future. Cognition and. Emotion, 13(5), 551-573.
- [17] Gross (1999). **Emotion regulation**: Past, present, future. Cognition and Emotion, 13(5), 551-573.
- [18] Gross. (2014) **Emotion regulation conceptual and empirical foundations**. this is a chapter excerpt from Guilford publications, Handbook of Emotion regulation, second Edition.
- [19] Garnefski, N., et al. (2001). **Negative life events, cognitive emotion regulation and emotional problems**. Personality and Individual differences, 30(8), 1311-1327.
- [20] Lopes N Paulo, et al (2005): **Emotion regulation abilities and the Quality of Social. Interaction**, American Psychological association, Vol.5. No.1, 113-118.
- [21] Mayer, H (1997). **TARGET ARTICLES: "Emotional Intelligence: Theory, Findings, and Implications**.
- [22] Yurtsever, S. (2006). **A theoretical model for moral imagination**. *Educational Sciences: Theory & Practice*, 6(3), 639-650.