Persuasive intelligence among university students

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ABSTRACT

This research focuses on students of Al-Mustansiriya University for the morning study of both sexes (males - females) and for both disciplines (scientific - human) for the academic year (2020-2021). For the purpose of achieving the objectives of the current research, the researcher adopted a tool to measure persuasive intelligence. The researcher adopted the Jassim Scale (2018). Which consists of (22) paragraphs. The tool was presented to a group of (15) arbitrators. The researcher followed the correlative descriptive approach and applied the tool to the research sample of (400) male and female students from Al-Mustansiriya University, after extracting the psychometric properties of the two scales from validity and reliability, as he used apparent validity and construction validity. As for the reliability, it was used to measure the moral orientation by the re-test method, and the absolute standard for the correlation coefficient was (0.67), and the Facronbach method reached the reliability coefficient (0.81) and then they were applied to the research sample and the statistical treatments that fit with the nature and objectives of the research through the statistical portfolio (SPSS) showed the following results: university students have persuasive intelligence. Also, there are no statistically significant differences in the moral orientation of students according to the variable of gender and specialization.

Keywords: Persuasive Intelligence, Statistical Methods, University Students, Education

Introduction

The understanding of the situation that we deal with morally requires persuasion skill, as the moral aspect depends on the mental aspect and cognitive activity. Certain business contexts include a standard for correct behavior. The skill of persuasion is the influence that an individual exerts on a group of individuals through oral words, opinions and behavioral models, and thus provides the individual with an opportunity to learn about his abilities through his influence on others.

The problem of the weak ability to persuade and the individual’s lack of the skills included in persuasive intelligence, in addition to the lack of self-confidence and the lack of skill in communicating with others, are among the most prominent things that narrow the way for him to achieve his goals and reach success in various situations, whether on a personal level, such as our relationships with others or At the level of study and work.

In this regard, the weakness of the ability to persuade often leads to the failure of the individual to obtain what he wants, whether in communicating with others or by proving a certain point of view.

Research importance

The individual cannot be serious in his orientations and moral values unless he possesses high abilities of intelligence. Orientation towards goodness, contentment, serenity and serenity with others can only be achieved through intelligent, wise individuals who have high aspirations, are able to understand others and are able to persuade and negotiate with them in smart ways. From dealing with understanding and intelligence to differentiate between the behavior of the individual and his real needs that lie in the true direction (Al Hammadi: 1999: 103). Persuasive intelligence is necessary for the individual to learn how to listen to others and how to share their thoughts and opinions with them and reach a common agreement with them.

Life is full of obstacles, events and difficult situations, as well as individuals who are difficult to deal with. All of this makes the individual feel incapable of acting and may fail to do so

Fix the situation when he interviews them and tries to convince them. Persuasion requires effort and the use of methods and methods that others who do not have the intelligence and skill in dealing with situations are unable
to do (Shakshak: 2007: 79).

**Research aims**
The current research aims to identify:
1. Persuasive intelligence among university students
2. There are no correlative differences in persuasive intelligence according to the variables of gender (male - female), specialization (scientific - human).

**Research limits**
The current research is limited to students of Al-Mustansiriya University for morning studies of both sexes (males - females) and for both disciplines (scientific - human) for the academic year (2020-2021).

**Define terms**
**Persuasion intelligence was defined by:**
   It is the mental and formal capabilities and processes in which one party tries to influence the other with the aim of changing or strengthening attitudes, behavior or beliefs (Milles: 2000:53).
2. **Barghout (2005)**
   It is a valid and acceptable influence on the conviction of the other party to change it partially or completely through presenting clear evidence and facts (Barghout: 2005: 38)
3. **Shahrour (2009)**
   It is a mental process through which human behavior is entered, directed and changed through interaction and communication with it and persuading it from its point of view. (Shahrour: 2009: 9).
4. **Hamdan (2015)**
   It is a written, oral, audio, or visual communication that aims specifically to influence attitudes, beliefs, and behavior (Hamdan: 2015: 13).

**Theoretical definition:**
The researcher adopted Milles (2000) a theoretical definition of empty research in addition to adopting his theory as a theoretical framework.

**Procedural definition:**
It is the total score obtained by the respondent student through his answer on the persuasive intelligence scale adopted in this research.

**Theoretical framework**
In this chapter, the researcher will discuss the theoretical framework and theories related to persuasive intelligence

1. **Harry Mills Theory (Milles 2000)**
   In his theory of persuasive intelligence, Mills explains that it occurs through a set of models, influences and characteristics that persuasive individuals can have. It is learned or acquired if the individual can understand and explain what others want according to the message he wants or desires, the intelligent persuasive focuses on the use of effective words that have an impact on others and is called (positive control words) as he directs positive and luxurious words that are characterized by stability, as Focuses on the most prominent positive attitudes and stays away from the negative aspects.
   Mills also believes that the intelligent persuasive is the one who works away from personal whims. One of the factors that help the individual gain the trust of others when he tries to convince them of what he wants is to stay away as much as possible from his personal whims. Thus, he won our trust and is honest in his speech, for personal desires greatly affect the decision-making process and judgment on some matters (Milles: 2000:80).
   The practice of persuasion requires the intelligent persuasion to make others empathize with his idea, as he must feel their sympathy for his feelings, position and motives, in addition to understanding them. Achievement are the unconnected ideas, as reaching a solution about some things, as well as reaching consensus of opinion, makes the individual feel that he has a driving force because there is someone who understands him and communicates
with him, which leads to the ease of the process of persuasion (Lakani: 2016: 14).

And Mills looks at metaphor as a metaphorical method used to describe something by expressing it with something else, so metaphors can be considered an effective means as it allows the individual to examine abstract ideas and is called a metaphor that represents a particular point of view or affects the style or behavior of the individual. b) Organization Dispositions) which represent the daily actions of the individual, the intelligent persuasive is the one who can absorb the organized metaphors of the individual and thus be well acquainted with his way of thinking, metaphor is the most effective means used to change the attitudes of individuals quickly and permanently (Milles: 2000:133).

Mills identified two methods of successful persuasion, the first is the intellectual (central) method, where the recipient thinks about what the persuasive individual says and analyzes all the reasons and logical significance that the presentation presents to him. The content presented to him, and the mind makes the decision suddenly and instructs it to answer yes or no. These decisions are usually sudden and emotional, as it relies on simple suggestions and connotations, so the basis of Mills’ theory is based on these two methods in the success of the persuasion process.

In his theory of persuasion, Mills identified four models, which are as follows:

1- The persuasion model
In this model, one of the parties works to persuade the other party by adopting or agreeing to its position, as the receiving party moves to the position of the other influential or persuasive party, that is, the influential individual can lure the recipient (the other party) to do what he wants.

2- Negotiation model
(Mills 2000) believes that in the event that an individual is unable to persuade the other party to fully accept his position, he can then negotiate with him to clarify his position and both parties begin to make concessions to each other in order to reach a compromise solution that satisfies both parties. On the negotiation that first begins with gaining the trust and satisfaction of the other party for the sake of giving and receiving.

3- Intolerance Model
Intolerance occurs after the two sides take a steadfast and unmoving position and without any consideration of what the other party wants. Intolerance has a clear and common effect on both parties in firm stances. Here, each party brings together what makes it able to persuade the other party and is characterized by inflexibility in changing its decisions and coming down to desire the other party.

4- Polarization Model
In this model, the gap between the two parties may widen and as the conversation continues, polarization occurs. When the two parties confront each other without integrity and each party refuses to listen to the argument of the other party, and when each party proves its point of view and the correctness of its position, polarization occurs, and this model is considered successful because it works to make the individual Tends to agree and be convinced of the opinions presented.

(Milles: 2000:140)

In his theory, Mills points out that there are influences of persuasive intelligence, which are as follows:

1- The intelligent and persuasive individual does not find it embarrassing to announce to others his qualifications and capabilities, as these qualifications represent the social, cultural and personal dimensions.

2- One of the characteristics of the intelligent persuasive is honesty, frankness, honesty and self-confidence.

3- The intelligent persuasive does not resort to exaggerated allegations, as they weaken the argument and the case.

4- The intelligent persuasive depends on presenting the correct, honest and far from partiality evidence and proofs in order to confirm the correctness of his statements.

5- The goal of the saying should be built on three levels: the credibility of ideas, personal credibility, and the credibility of the party represented by Hogan: 115:2005).

2- Mortisen's theory (Mortizen 2008)
Mortisen was interested in developing the concept of persuasive intelligence, and he presented his new perspective in this context. (Morsen) has established an institute of persuasion through which he presents his discoveries and shares the secrets of persuasion with others in order to achieve the highest degrees of success. Mortisen explains persuasive intelligence by dealing with it as an intelligence coefficient that works to change beliefs, attitudes, ideas and trends, as well as changes the behavior of individuals.
It summarizes persuasive intelligence through (ten skills), each skill refers to the strength of persuasion intelligence as well as the strength of its influence on individuals and how we can acquire those skills that affect others and make individuals convinced and do what we want from them easily. And the ten skills of persuasion referred to by (Morsen 2008) are as follows:-

1- Mental programming
The mental aspect is one of the important and basic aspects in the persuasion process, as it is a basic skill for successful persuaders, as focusing on directing emotional capabilities and energies towards specific desires stimulates mental programming right before bedtime (Mortsen: 2011: 20).
What programs our subconscious minds are ideas, and the subconscious mind is the center of emotions. When the subconscious mind accepts an idea, it begins to implement it immediately, and then the mind works to use knowledge, ideas, wisdom, energies and capabilities to reach appropriate solutions. Therefore, mental programming must be linked to positive thoughts. More than it is related to negative thoughts that cause frustration in the individual (Al-Shawa: 2014: 45).

2- Understand what other people think
What distinguishes persuasive individuals is their ability to think and feel other individuals, as they deal with levels lower than the level of conscious thinking of others. They are people who prefer direct meetings, and when persuading them, the meeting must be direct and face to face, taking into account their desires so that they can be persuaded easily and effortlessly. It does not take long to process information, as individuals respond greatly to their internal sense and intuition, as well as to stimuli based on emotions, so a balance must be made between emotions and logic (Righton: 2011: 85).

3- Social compatibility and direct affinity
It refers to the harmony and compatibility between individuals in thinking about one topic, and it is the basis of mutual trust, and with the continuation of familiarity and harmony, different opinions are formed later, but the bond remains strong between individuals, so most persuasive people do not focus in their interviews or persuasion processes on the first moment of meeting, but they They maintain compatibility and connection through logical and emotional pauses with others, consider other individuals to be friends and keep in touch with one unchanged emotional line.

4- Establishing direct and immediate trust
In order for the persuasion process to continue, trust must be generated between the masked person and other individuals and this confidence should be maintained for as long as possible. The persuasive enjoys self-confidence, as it is an important key to gaining the trust and love of others. Therefore, the persuasive person must appear as an individual who is confident in himself and what he wants and is sincere in word and deed, which would establish a successful persuasive base (Murtsin: 2008: 50).

5- Getting attention
Authority is an essential element for the success of persuasion, the intelligent persuasion who can establish confidence in himself first and in the direction of others and make others trust him and his authority is considered a successful persuasion, and authority is different from strength and the difference between them in intention, authority creates confidence and gives strength, so strength needs confidence from For its continuity and preservation, the persuader must know how to use his authority to impose the power of opinion in order to achieve what he wants (Righton: 2011: 83).

6- The ability to influence others
The most powerful form of persuasion is influence, as influence means the personal entity of the masked person (how he can influence others). As for persuasion, it is what he says and what are the methods of dealing with people and the skills of this dealing as well as the laws of persuasion, and how can the persuasive develop himself to act with people based on Abstract ideas, and that influence is the ability to win the conviction of others, even if the convincing is absent.

7- How to motivate yourself and others on a continuous and permanent basis
Motivation is a necessary step for the persuasive, as it is necessary for all the interim and easy steps in order to achieve them. Without motivation and motivation, the persuasive will not be able to achieve his goals and will not accomplish anything. The second is to shift focus, inspire others and motivate them to act.

8- Conversational skill
The intelligent persuasive has the ability to use the skill of dialogue, which is a prior anticipation of what others
want to say before he starts talking about a topic, in addition to the need to choose the appropriate time to start the conversation, increase self-confidence, and psychological and intellectual readiness to conduct the conversation, while defining the essential points in the dialogue. In order to obtain positive results (Mortsen: 2008: 53).

9- Prediction
Knowing the individual who is meant by the persuasive process is good knowledge, as well as knowing the message he wants to deliver is the most important step of the preparation steps. The smart persuasive prepares well before conducting the dialogue. He anticipates everything and every problem that he may encounter and get in his way, so the focus is on credibility, instilling confidence and showing Experience, in addition to identifying the emotional style, helps him achieve the greatest opportunities for persuasion.

10- Self-control and personal development
Intelligent persuasives are interested in personal development, as they often feel frustrated due to the lack of quick and tangible results, especially after making a great effort from them. Through self-control and control, as all this works to renew their persuasive abilities in the future (Rayton: 2011: 70)

Research procedures and methodology
First: Research Methodology:
In the current research, the researcher adopted the descriptive associative approach, as it is the most appropriate and appropriate method for studying the correlational relationships between variables and revealing the differences between them in order to describe and analyze the phenomenon studied. Reality is concerned with describing it accurately and expressing it qualitatively or quantitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives us a numerical description to show the amount or size of this phenomenon, and the degrees of its connection with other phenomena (Obeidat et al.: 1996: 289).

Research community
Determining the research community is one of the important and basic methodological steps in psychological research, as it depends on conducting the research and preparing its tools and the adequacy and accuracy of its results. It is intended to obtain data (Esawy: 1985: 184).
The current research community consists of students of the University (Al-Mustansiriya) for the academic year (2020-2021) and for morning studies from the 13 faculties of scientific and human specializations, and the total number of students reached (30,888) male and female students, by (1049) male and female students for scientific majors and (21739) male and female students for humanitarian specializations, distributed by gender to (15548) males and (15340) females.

Scale application
The scale was applied to a statistical analysis sample of (400) male and female students from Al-Mustansiriya University.
Two-legged method:
The following steps have been followed:
1- Determining the total score for each of the (400) forms.
2- Arrange the forms from the highest score to the lowest.
3- Determining a percentage (27%) of the forms that obtained the higher degrees, which numbered (108) forms, as well as specifying a percentage of (27%) of the forms that obtained the lower degrees, which numbered (108) forms, thus the number of the forms that were subjected to analysis is (216) One out of (400) forms.
4- Applying the t-test for two independent samples to test the significance of the difference between the upper and lower groups on each paragraph, and all the paragraphs were distinct because the calculated t-value is greater than the tabular t-value of (1.96) at the significance level (0.05) and with a degree of freedom (214.).

Presentation, interpretation and discussion of the results
Recognizing the persuasive intelligence of university students:
To achieve this goal, the persuasive intelligence scale was applied to the research sample of (400) male and
female students. The t-test for one sample to identify the significance of the differences between the arithmetic mean and the hypothetical mean of the scale. 399), and this indicates that the sample members have persuasive intelligence, and Table (11) illustrates this.

Table (12). The t-test to indicate the difference between the arithmetic mean of the sample and the hypothetical mean of the persuasive intelligence scale

<table>
<thead>
<tr>
<th>sample</th>
<th>Arithmetic mean</th>
<th>hypothetical mean</th>
<th>standard deviation</th>
<th>degree of freedom</th>
<th>Calculated T-value</th>
<th>Table T-value</th>
<th>Indication level 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>92.65</td>
<td>66</td>
<td>19.603</td>
<td>399</td>
<td>27.193</td>
<td>1.96</td>
<td>function</td>
</tr>
</tbody>
</table>

It is clear from the above table that university students have persuasive intelligence, so the researcher believes that persuasive intelligence is formed through the accumulation of experience and the age stages that the individual passes through the family and school up to the university stage, as well as through the enrichment means that the individual obtains as a result of scientific and technological development represented by the means They also enjoy credibility, which is the most important thing in proving their views, in addition to having an emotion that has a major role in persuading others, and their use of evidence and mental evidence that support their words. This is what Mills (2000) indicated in his theory of persuasive intelligence, and this result came Agree with the findings of Jassim's study (2018).

1- The correlation between moral orientation and persuasive intelligence among university students:
To achieve this goal, the researcher used the Pearson correlation coefficient to extract the correlation between moral orientation and persuasive intelligence, as the value of the correlation coefficient between the two variables was (0.622) to test the significance of the correlation coefficient. With a tabular value of (1.96) at a significance level of (0.05) and a degree of freedom (398), and this indicates that there is a positive relationship between moral orientation and persuasive intelligence among university students, and table (13) illustrates this

Table (13) Correlation coefficient between moral orientation and persuasive intelligence among university students

<table>
<thead>
<tr>
<th>the number</th>
<th>The value of the correlation coefficient between Moral orientation and persuasive intelligence</th>
<th>T value</th>
<th>Significance level 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>15.847</td>
<td>function</td>
<td></td>
</tr>
</tbody>
</table>

This result indicates the existence of a direct correlation between moral orientation and persuasive intelligence, that is, the higher the moral orientation, the higher the persuasive intelligence. To prepare the individuals we want to persuade, she also confirmed that individuals who have a moral orientation are able to have the tendency to integrate emotional interactions with cognitive treatments and the application of moral rules.

Fourth Objective: The difference in the relationship between moral orientation and persuasive intelligence among university students according to the gender variable (male - female) and specialization (scientific - human): to know the significance of the difference in the relationship between moral orientation and persuasive intelligence for the research sample according to the gender variable (male - female) The data was statistically processed using the Pearson correlation coefficient, as the relationship between moral orientation and persuasive intelligence in males reached (0.680) and in females (0.574). This relationship was used to test the difference between the Pearson correlation coefficients, as the calculated value reached (1.74) when balanced with the tabular value of (1.96), it was found that the calculated value is less than the tabular value at the level of significance (0.05), and therefore there are no differences in The relationship between moral orientation and persuasive intelligence according to the gender variable.

As for the significance of the difference for the variable of specialization (scientific - human), the relationship between moral orientation and persuasive intelligence at the scientific specialization reached (0.612) and when the human specialization amounted to (0.633). In order to find out the differences in this relationship, the Z-Test

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was used to test the difference between the Pearson correlation coefficients, as the calculated Z-value amounted to (0.21) and when balanced with the TABLE Z-value of (1.96), it was found that the computed value is less than the tabulated value at the level of significance (0.05) and therefore there is no differences in the relationship between moral orientation and persuasive intelligence according to the variable of specialization (scientific-human) and table (13) shows this.

**Table (13).** The significance of the difference in the correlation coefficient between moral orientation and persuasive intelligence among university students according to the variable of gender (male / female) and specialization (scientific-human).

<table>
<thead>
<tr>
<th>Sample Categories</th>
<th>the number</th>
<th>Correlation coefficient value</th>
<th>Standard value</th>
<th>z value</th>
<th>Indication level (0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>calculated</td>
<td>tabular</td>
</tr>
<tr>
<td>male</td>
<td>200</td>
<td>0.680</td>
<td>0.829</td>
<td>1.74</td>
<td>1.96</td>
</tr>
<tr>
<td>female</td>
<td>200</td>
<td>0.574</td>
<td>0.655</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scientific</td>
<td>200</td>
<td>0.612</td>
<td>0.713</td>
<td>0.21</td>
<td>1.96</td>
</tr>
<tr>
<td>Humanitarian</td>
<td>200</td>
<td>0.633</td>
<td>0.746</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above results showed that there are no statistically significant differences between the correlation coefficients of undergraduate students in the relationship between moral orientation and persuasive intelligence among university students according to the gender variable (male/female), and there are also no statistically significant differences between the correlation coefficient among university students according to the variable Specialization (human/scientific). This result indicates that university students have the characteristic of moral orientation and persuasive intelligence, as a result of the age stage and the cognitive aspect of them, as the moral aspect depends on the cognitive aspect. Which is related to persuasive intelligence, their role in life and their ability to persuade.

**Conclusions**

1- University students have persuasive intelligence
2- There are no statistically significant differences in moral orientation according to the variable of gender and specialization.
3- University students have a high degree of persuasive intelligence, and this is evidenced by their ability to interact and harmonize among themselves, gain the love and trust of others, and connect them to an idea by persuading them, not forcing them.

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