

The Relationship between Spiritual Intelligence, General Thinking and Religious Dimension of Teachers and Moral Growth of High School Students

Seyedeh Mehri Lotfi^{1,2}, Aazam Rastgoo^{3*}

¹*Department of Educational Sciences, Ardabil Science and Research branch, Islamic Azad University, Ardabil, Iran*

²*Department of Educational Sciences, Ardabil branch, Islamic Azad University, Ardabil, Iran*

³*Phd, Department of Educational Sciences, Ardabil branch, Islamic Azad University, Ardabil, Iran*

*Corresponding Author Email: Rastgooa@yahoo.com

Abstract: This study aimed to evaluate relationship between spiritual intelligence, general thinking, religious dimension of teachers and moral growth of high school students. The research method was descriptive and correlational. Ninety seven teachers and 306 high school students were selected randomly as the study sample from Germi city. Data was collected by Spiritual Intelligence Questionnaire exquisite and colleagues (2009) and moral development scale Lotfabadi (2011). Data were analyzed by Pearson correlation and multivariate regression using Spss. The results showed that there is a significant relationship between spiritual intelligence and moral development of students, teachers warmly.

Keywords: Moral Development, Spiritual Intelligence, General Thinking and Belief.

Introduction

The educational system of every country not only should be considered as the fundamental part of the same country but also it has to educate and train all knowledge and abilities of children in order to meet the necessary requirements of the children potentially and it should be established as the main regular basis of forming and nurturing the moral values of all students efficiently. The moral judgment of students should be shadowed under the effect of apparent and hidden programs of schools. Huffman (1987, cited of Shaabani, 2012) considered the moral growth coming from the social and emotional growth. Rachelz (2000, cited of Shaabani, 2012) believes that the moral behavior is established in other-seeking level coming from all wishes and benefiting onto us; this will be valuable for others, too. Undoubtedly, the acquisition and understanding of moral concepts follow the same social transformations and the development of all cognitive reactions. When entering into the school, most children look at the bad and good things from the scientific angle and based on what they have learned from their family, they make a kind of cohesion between the thoughts and actions. This cohesion can be vibrated when it confronts with co-ages. Along with going towards the adolescence and maturity era, the child thinking orientation will be also changed; the mental processes are getting complicated letting the same child communicate special status and a moral basic together considering all others' requirements and perspectives in this pavement. Indeed, in the end of childhood and adolescence, all moral concepts and feedback have adaptation together and these can reach to the top level changing the personal cognitive acquisition and social life of the same person. but if the equilibrium of the moral and wisdom changes are inevitable together, it cannot

be emphasized on the highest level of the wisdom imperatively; hence, researchers (for instance Berger, 2001) concluded that children having the wisdom higher than the moderate level can have fluctuating moral level like other children.

Pashakhanlou and Javadi (2014) showed that there is a significant relationship between the spiritual intelligence and the moral growth and the spiritual intelligence can predict the moral growth. The spirituality is considered as one of the most fundamental humanity dimensions including the consciousness and self-recognition. Bilota believes that the spirituality is subjected to the requirement going beyond of our life meaning making the most essential cohesion between others; this consciousness can also lead to gain the new experience regarding to the beyond of the life (Johnson, 2001, cited of Ghobari Bonab et al, 2007).

Pashakhanlou and Javadi (2014) showed that the spiritual intelligence has got a significant relationship with the moral changes. But there is no observed any significant relationship between the self-efficacy and the moral change. There is established a significant relationship between the spiritual intelligence and self-efficacy. Also, the results of a study showed that only the spiritual intelligence is able to predict the moral changes of students regarding to determine both related variables in the prediction of the moral change. Also, the results showed that the degree of the spiritual intelligence of the different fields is different among students. But there is no observed any difference between the scores of the self-efficacy and the moral changes of students. Ghiasizadeh (2012) showed that about 20% of the growth variance (moral judgment) can be predictable through the mental health and educational performance variables.

Kabirzadeh (2011) reported that teachers are playing a key role in the education of students because they not only teach the lesson skills, but also they transform all required personal and social issues to all students. Ahmadi et al (2013) showed that there is a significant relationship between the moral growth and religious orientation. Kliba and Lorga (2013) showed that the school and family participation can make a significant effect on all students.

Abdous (2012) showed that a teacher can influence on the performance of students positively. Joseph and Lackshemi (2011) showed that the development of the spiritual intelligence has been successfully allocated on the recovery of the interpersonal relations, reaching to all purposes and targets, motivation, responsibility, commitment, self-consciousness, team temperament, managing stress and managing time of human forces. Williams et al (2006) concluded that there is established a relationship between the cooperation and personal traits of flexibility and virtue along with the highest level of the moral changes.

Materials and methods

The present study is a descriptive type of study purposefully and it also is a correlation type of study regarding to its plan.

Sample volume and sampling method

Due to the vastness of the statistical population and the lack of possibility to implement the research overall population, the categorization accidental sampling method is applied in this study. The statistical sample of the present study is used Cochran formula with 97 people teachers (30 females and 67 males) along with 306 students using the categorization accidental sampling method from the under study population.

Research tool

There have been applied three questionnaires in this study as following:

Badiee et al spiritual intelligence inventory (2010)

This questionnaire includes 42 articles regarding to the spiritual intelligence led by Badiee et al in 2010 having four main factors. The first factor has got 12 articles showing people's general thinking and religious thoughts; the second factor is subjected to the ability of overcoming and interacting against problems having 14 articles; the third factor has got 9 articles indicating people's moral traits. The fourth factor is also related to the self-consciousness and love and interest of people having 7 articles. Cronbach alpha method is also applied in order to determine the validity of the questionnaire that it is obtained for all questionnaires as 0.85 and 0.78, respectively; it represents that the validity of the questionnaire is established in an acceptable level.

Lotfabadi moral growth inventory (2011)

This test has been constructed by Lotfabadi in 2011. This questionnaire has got 18 questions being adjusted through LIKERT ranging from 1-6 including six following factors:

- 1- Perfectionism nature of the humanity
- 2- Ability of discriminating good and bad together
- 3- Motivations and growth of emotions and human cooperation
- 4- Growth of thoughts and degree of wisdom
- 5- Objective experiences and moral behavior status
- 6- Social and cultural and educational environment

The minimum obtained score is 18 and the maximum gained score is 108 for people participated in the study. Also, investigating the validity of the questionnaire through cronbach alpha method of the study showed that the degree of Cronbach alpha is 0.67 as the suitable degree of the related questionnaire.

Data analysis method and tool

Pearson correlation coefficient and multi-regressions analysis are applied in this study in order to analyze the related obtained data in this study. In this present study, SPSS19 software is also applied in order to analyze and investigate the data.

Results

Table 1. Pearson correlation coefficient between the spiritual intelligence, general thinking and religious dimension of teachers and moral growth of students

Teachers spiritual intelligence	Statistical indexes	Moral growth
	Correlation coefficient	**0.448
	Sig.	0.001
	df	97
General thinking and teachers religious dimension	Correlation coefficient	**0.892
	Sig.	0.001
	df	97

Table 1 shows that there is established a positive significant relationship between both variables; in other words, when the spiritual intelligence of teachers is increased, the moral growth of students would be also optimized. Table 1 indicates that by increasing the general thinking and religious dimension of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically. Table 1 shows that by increasing the ability of overcoming and interacting against all problems, the moral growth of students would be also increased. Also the degree of the relationship is significant statistically. Table 1 indicates that by increasing the moral traits of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically. Table 1 indicates that by increasing the self-consciousness, love and interest of teachers, the moral growth of students would be also increased. Also, the degree of the relationship is significant statistically.

Discussion and Conclusion

The obtained results of the study showed that there is established a significant relationship between the spiritual intelligence of teachers and moral growth of students and it is adapted with the results of Pashakhanlou and Javadi (2014). Due to the adaptation of studies with the present study, the results of the study are coincident with the studies of Molazadeh et al (2014), Gholipour et al (2014), Kabirzadeh (2011), Ahmadi et al (2013), Kliba and Lorega (2013), Joseph and Lakeshemi (2011) and Williams et al (2006). According to these results and the results of the present study showed that people having higher spiritual intelligence have got relax and comfortable lifetime flexibly trying to make their own adaptation with others. On the other hand, in the representation of the study having reverse relationship between the moral growth and spiritual intelligence, it can be stated that the lower moral growth is originated from the personal needs; thus, the obtained results of the study showed that the spiritual intelligence has got relationship with the internal relaxation and the highest flexibility and adaptation and on the other hand, it has positive effect on accessing to all purposes making people to reach to the highest self-confidence for having better mental health. In other words, it can be stated that people having the highest spiritual intelligence have different glance at all things and they never look at their problems as the most complicated and complex case trying to solve these issues. In turn, these people try to make a solution for all problems. For the reason, they are always trying to construct the problem-solving ability having the highest success in this pavement.

The obtained results showed that there is established a significant relationship between the general thinking and religious dimension of teachers and moral growth of students and it also is coincident with the results of Pashakhanlou and Javadi (2014) and it is very close to the results of Kabirzade (2011), Keliba and Lorega (2013) and Joseph and Lakeshemi (2011). The spiritual intelligence is considered as one of the most crucial new concepts of the intelligence having close relationship with the adaptation and problem-solving behavior including the highest level of the growth in the field of cognition, morality, emotional and interpersonal issues; this also assists the people to reach to internal and external cohesion along with the surrounded events. This intelligence gives a general perspective to people about the life and all experiences making people to deepen their own experiences regarding to the cognitive and wisdom-based events (Pasha Khanlou & Javdi, 2014). As it shown in other studies, the humanistic traits have close relationship with the spiritual intelligence. By looking at the carried out studies, there have been established some behaviors such as interesting in serving others and making relaxation, it is proofed that these are the main fundamental traits of the humanity making the cognitive traits growth among people. On the other hand, the problem-solving ability lets people confront against all problems at life having little failure regarding to the life events; hence, in the analysis of the results of the present study, it can found out that the spiritual intelligence increases the humanistic traits having relationship with cognitive factors influencing on the religious beliefs of teachers in this pavement. As it shown, this study has got the highest adaptation with the results of the carried out studies.

Conflict of interest

The authors declare no conflict of interest

References

Badiee A, Savari E, Bagheri N, Latifi V, 2010. The construction and reliability-measuring of the spiritual intelligence, first national conference of the psychology of Payam-e-Nour University, Tabriz

Ghobari Bonab B, Salimi Mohammad, Salayani L, Noori Moghaddam S, 2007. The spiritual intelligence, seasonal magazine of the educational issues, 3(10): 125-147.

Gholipour S, Haghigat S, Maanavipour D, 2014. The relationship of the spiritual intelligence and the moral intelligence with life meaning among the emergency reaction volunteers, Shafay-e-Khatam, 2 (4): 20-28.

Lotfabadi H, 2011. The criticism of Piazhe moral growth and Kohlberg and Bandora and the representation of new pattern for research in students moral growth, the magazine of the educational innovations, 11: 76-104.

Molazadeh AR, Mortazavi AR, Motamed M, 2014. The relationship of the spiritual intelligence and public health among FASA medical sciences university students, the students research committee, 19 (30): 16-25.

Pasha Khanlou A, Javadi MJ, 2014. The relationship of the spiritual intelligence and the self- efficacy with the moral change among students, a thesis for MA, Tehran

Shaabani Z, 2012. The meta-analysis of the moral change in the carried out studies during 1986 to 2009, Tehran, research and written books of university