

Relationship between spiritual intelligence and self- esteem with students` educational improvement

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ABSTRACT

The purpose of present study was to investigate the relationship between spiritual intelligence and self- esteem with students` educational improvement. The design of the study was survey. The data were collected by standard questionnaires of spiritual intelligence and Eysenc`s self-esteem questionnaire. 357 third grade high-school students of Tabriz were selected according to Cochran formula and interviewed the validity of questionnaires was calculated by Alpha Chronbach. The results of the study indicated that there was a significant and direct relationship between spiritual intelligence and students` self- esteem. There was no significant relationship between spiritual intelligence and students` educational improvement, however. The study showed that the spiritual intelligence of boys and girls is the same. Girls` self-esteem is more than boys, but boys` educational improvement is more than girls. Also, the results of multiple regression displayed that among the four variables of spiritual intelligence. The spiritual belief, the capability of dealing with problems, self- consciousness, interest, and moral beliefs consist the 46% of students` self-esteem.

Key words: Spiritual Intelligence, self-esteem, Educational improvement.

INTRODUCTION

One of the most important issues of the education system is subjected to the educational progression of students. The process of progression is of high importance in the field of educational system. The researchers have tried to optimize and recover the successful factors of learner's performance in this regard. The most important factors influencing on the progression of students is intellectual intelligence and their self- esteem. The importance of self- esteem is a clarified issue for those ones who are working with the process of children affairs. The one whose self- esteem is very high testifies himself/ herself as a positive side in connection to others; In contrast, the one whose self- esteem is low has an artificial positive attitude towards the world and tries to recover his/ her disappointment in relation to others as an able man and or he she may choose introverts part of life his/ her scare in connection to others. The one with the lowest self- esteem is the one who is feeling low ego in himself or herself [9]. The profitability of self- esteem is not only considered as a part of mental health, but also, it is subjected to the educational progression of students. Many researchers found that there is a relationship between the positive self- esteem and high self-esteem at schools [30]. Many comprehensive researches have shown that in most human activities, there is a clear relationship between positive self- consciousness, success and people efficiency. In one hand, the relationship between negative self- consciousness and some harmful behaviors have been proven as the origins of most problems in this regard; hence, if we try the whole efforts to raise the self0 esteem of children, the best opportunity can be governed to nurture potential aptitudes of these children as exclusive individuals in a

community [33]; but the most important effective factors in the field of students self-esteem is related to the intellectual intelligence among researchers; the intellectual intelligence is a concept that has been described by the global psychologists in terms of eternity and religion. The intellectual intelligence combines the structures of intellect and intelligence into a new structure [13]. The intellectual intelligence uses multi paths in terms of recognition and perception trying to bond the spiritual and mental life with external and routine issues of human beings [38]. In fact, the intellectual intelligence makes the optimized application of perceptual and emotional intelligence and their self-esteem. Researchers have concluded that. The high self-esteem is related to high performance and is the main agent of emotional- social adaptation [30]. Also, Atkinson et al (2004) considered it as the personal normative and healthy agent. Cooper smith (1967) defines the self-esteem as a personal judgment from personal value which is being transferred by the verbal or non-verbal behavior. Sheehan (2004) and Biabanghard (2005) define the self-esteem as valuable scale that a person considers it as the whole features and attitudes for himself or herself in this regard. According to Clemes et al (2004), the self-esteem is composed of thoughts, feelings, emotions and personal experiences during the life time; anyway, the self-esteem means testing (Sensual or logical) a person's beliefs (Positive or negative). In relation to exclusive features, abilities and friendship to others; thus, the self-esteem is a value that brings self-concept information to a person leading to self-confidence (worthy feeling) and self-esteem (ability feeling) [26]. The self-esteem increases flexibility in contrast to any changes upgrading all positive attitudes in the field of independence progression [19]. Those ones whose self-esteem is high have naturally positive thinking's and comments in their lifestyle. In the other hand, having a positive prosperity in the life meaning that the person has a high-potential self-esteem [11]. There are many influencing factors in the formation of self-esteem dividing into two groups of internal and external factors. The external factors including: family, school, social co-age groups, educational major, religion, culture, social class and race; but the internal factors are related to these factors: positive self-consciousness, suitable self-concept, self-adaptation, having purpose in life, having moral criteria, having special skills and aptitudes, self-praising systems with acceptable function in the past and social thinking's to others. The self-esteem is formed at childhood periods being under other external factors such as school, social affairs; this can be exposed to some disorganized factors making people 20-30 year old destroyed form of self-esteem [11]. Erikson in terms of self-esteem importance believes that self-respect needs successful period of adolescence which is the main reason of forming job relations, social cooperation and intimacy friendship with others. Other researchers also believe that the relationship between the self-esteem and other variables such as educational progression [1, 15] personal efficacy [34] educational and social adaptation [21] have been found. Pope et al (1989) presented that an increase of self-esteem needs the recovery of one or some backgrounds of behavior, cognition, emotion and biological friends among individuals. We cannot increase directly the self-esteem but it increases indirectly by the changes of some behavior, cognitive, emotional and biological variables [16]. The intellect is defined as one of the most important elements of humanity including consciousness and self-recognition. Bilota believes that the intellect is subjected to the requirement of getting organized and united to other people; this consciousness may lead to an experience that is behind of our imaginations. The intellect is a public issue in different grades and categories like excitement; It may be consciously or unconsciously, organized or disorganized, healthy or sick, simple or complicated and useful or risky [38]. The intellectual intelligence is meant to the abilities of logical and emotional behavior while the one is friendly with his or her environment peacefully giving intimacy around himself/herself without considering the conditions environmentally [40]. In this case, the intellectual intelligence is responsible for the motivation, tendency, temperament and personality which related to the cognitive perspective [27]. The serious consideration of the intellectual intelligence words and concepts in terms of scientific and psychological literature and management should be related to Zoher and Marshal (2000) and Nizay (2000). Zoher and Marshal in their book, *Spiritual intelligence, the ultimate Intelligence*, (2000) defined a framework to determine the types of intelligence based on brain neurological systems. They studied the brain function in terms of neurology and bonded all types of intelligence into three neurological systems in the brain. They specified three kinds of intelligence: Intelligence efficacy, emotional and intellectual intelligences and believed that other intelligences are considered as sub-category of these three types of intelligences. The first intelligence which is based on the brain linear thought is the same IQ and suitable for mathematical or logical problem-solving issues. The second type of intelligence based on "Associative thinking" which is the same emotional intelligence assisting people to manage or handle their emotions and feelings and others. The intellectual intelligence is also called the third type of intelligence based on thinking cohesion of the brain. They (2000) defined the intellectual intelligence as following: "a kind of intelligence which problems being solved through the way related to the values making a vast background for our daily life and enriching us to understand what approaches are meaningfully effective in our lifestyle. The intellectual intelligence is necessary for the effectiveness in the emotional intelligence and IQ. The intellectual intelligence helps people to replace the related regulations choosing the boundaries to discriminate them as well; it also enhances us full of rekindles to observe any limitations [41]. The intellectual intelligence combines the aspects of mental and intellectual intangible affairs with individuals' objectives and tangible issues [27]. Weghan (2002) also defines the intellectual intelligence as the ability of making semantic-based meaning in relation to the existential deep questions and the ability or consciousness of using multi-level consciousness in problem-solving. The intellectual intelligence allow us to manage any situations [36]. Zoher and Berman (2001) and Emmons (2001)

compared the intellectual intelligence with other kinds of intelligences. In contrast to intellectual intelligence based on the logic, perception and thinking, and the excitement intelligence based on the habit, the understanding of patterns and excitement thinking are related in this regard and the intellectual intelligence is a creative process which can represent or break any laws; Joshi believes that, there is a direct relationship between the intellectual and excitement intelligences which increasing actively each other and vice- versa. Janeoseffasin emphasis that the intellectual intelligence has a great role than excitement intelligence in terms of environmental analysis. Levin [22]. Consider using intellectual intelligence as the prior sensations of the human and the intellectual intelligence can determine the value of everyone's lifestyle. Zoher and Marshal believe that the intellectual intelligence through seeking the main meaning of the situations, is presenting the reasons, "why", for the problems to communicate other events growing in this regard. Also, learning, recognition, listening to the observational messages or the internal voice, being thoughtful, raising self- consciousness, learning or experiencing from mistakes and having trust increase the potential of intellectual intelligence [27]. Gage and Bardanir considered the progression motivation as in the interior part of individuals defining it in relation to the whole failures and successes; stripes believes that those students whose progression is high in compare to low- motivated students perform endurance- based tasks for a long time and they prefer to show the difficulty of the task as a great deal in relation to their own failures; they mostly try to raise their efforts to get succeed [32]. Douglas suggested different factors in relation to educational progression as following: 1- health of student, 2- number of family, 3- school quality. It seems that the most important factor is just related to the parents' interest in nurturing their children. Douglas found that the interest of parents and their encouragement can be effective in terms of children growth increasingly [37]. Thompson and Anglerlider (2004) reported the girls self- esteem higher than boys; Samadi (2006) in a research by the title of, "the intellectual intelligence," states that the discovery of individual intellectual experiences, determination of special terms in neurology, the existence of the God's area in the brain and architectural structure of the brain in problem- solving, gives incredible backgrounds for the acceptability of the intellectual intelligence. Jewkes and Baruss (2000, quoted of Green and Noble, 2010) concluded that those students whose intellectual beliefs were stronger, had better temperament to get new experiences than materialist- based students. In a study, Lukey and Brauss studied the relationship between the intellectual beliefs and the intelligence measurement as well as personality features. They concluded that the intellectual beliefs and comments not only increasing the process of learning but also it makes the cognitive skills raised in learners being matched with their new conditions. These abilities including the memory, the speed of utterance process, the power of imagination, the analysis of motivation and perception. Wigglesworth (2006) in a study, measured the relationship between the intellectual intelligence and leadership or management ability; based on these results, those one whose have high intellectual intelligence can handle their crisis in worse situations. Based on Joekiss and Bauross findings, students with the strongest intellectual intelligence than materialism based students were curious around their world [20]; also, they prefer to get lots of experiences for their own targets and little worry about others comments [33].

MATERIALS AND METHODS

The present study is a survey and correlative- descriptive research from control point of view. About 1817 girls and 1317 boys of third year high- school in Tabriz, 1st district, in 14390 (2010) were studied using cluster sampling method. Tools: In this research, two standard questionnaires were applied to collect information about self- esteem and intellectual intelligence. Alos, the top- grade of students were applied to measure students educational progression.

* A) Eysnek standard self- esteem questionnaire: including 30 questions with three choices [31] which zero representing the lowest degree of self- esteem and 23 as the highest degree; In this research, the reliability of the students self- esteem is 0.83.

*B) The standard questionnaire of intellectual intelligence quoted from Badiee et al article (2010) including 42 questions in 4 agents; the lowest and highest degrees are 42 and 210, respectively.

Data analysis method

The Pearson (r) correlative coefficient test was used to study the relationship between variables and t-test was also applied for comparing the mean of the groups and the multiple – regression was utilized to reply the research questions by step-by-step method.

Table 1. The correlative coefficient of intellectual intelligence and self- esteem variables in all subjects

Variables	Self- esteem
Intellectual	0.62 0.00

Table 1 shows that there is a relationship between intellectual intelligence and self- esteem.

Table 2. The correlative coefficient of intellectual intelligence variables and educational progression in subjects

Variables	Self- esteem
Intellectual intelligence	0.07 0.15

Table 2 shows that there is no difference between the intellectual intelligence of boy and girl students.

Table 3. The descriptive indices and t-test results of comparing the mean intellectual intelligence with gender

Variable indices		number	Mean	Standard	Freedom degrees	T	Sig
Intellectual	Girls	207	150.83	16.37	279.71	0.17	0.86
Intelligence	boys	150	151.17	20.12			

Table 3 indicates that the difference of the means is not significant amount both groups.

Table 4. The descriptive indices and t-test results of comparing the mean variables of self- esteem with gender

Variable indices		N	Mean	St Err.	df	T	Sig
Intellectual	Girls	207	15.15	3.91	355	3.12	0.002
Intelligence	boys	150	13.8	4.17			

Table 4 Show that the degree of girls self- esteem is higher than boys.

Table 5. the descriptive indices and t-test results of comparing the mean variables of educational progression with gender.

Variable indices		N	Mean	St Err	df	T	Sig
Intellectual	Girls	207	16.22	2.25	355	2.89	0.004
Intelligence	boys	150	16.9	2.05			

Table 5 shows that the degree of boys educational progression is higher than girls.

Table 6. The multiple correlation coefficient for students self- esteem

Figure	Multiple correlation coefficient	Explanation coefficient	Net explanation coefficient	Estimation error criteria
1	0.68	0.46	0.46	2.98

Table 6 representing the left elements of intellectual intelligence variable in a regression figure, which their multiple correlation coefficient with students self- esteem is $R=0.68$ and determining coefficient, $R^2=0.46$, the net determining coefficient, $\bar{R}^2=0.46$ and their total intelligent is 46% of students self- esteem.

Table 7. The coefficients of left variables in a regressional figure as step- by- step method

Sequence of internal independent variables in the figure	Raw coefficients		St Co	T	Sig
	B	St Err			
Fixed degree	-4.37	1.37	-	3.17	0.002
General thought	0.296	0.03	0.478	8.28	0.000
Ability to face problems	0.112	0.03	0.194	3.78	0.000
Self- awareness and love, interest	0.21	0.04	0.228	4.29	0.000
Moral affairs	-0.122	0.04	-0.146	2.86	0.004

Table 7 shows that the general thinking way of student with $B=0.478$, able to face difficulty with $B=0.194$, self- consciousness, love and interest with $B=0.228$ and moral affairs with $B=-0.146$ were significant to explain the students self- esteem as well.

Line formula = students self- esteem = 0.478 (thinking way) + 0.194 (able to face difficulty) + 0.228 (self – conscious, love and interest) - 0.146 (moral affairs).

DISCUSSION AND CONCLUSION

The present study is subjected to the evaluation of intellectual intelligence relationship with self-esteem and students educational progression. The results representing positive relationship. Between intelligence and students self- esteem. Wegglesworth (2002) believes that the intellectual affair is one of the most essential foundations of the humanity including self- awareness and self- concept leading to increase people's self- esteem. Vojdanparast (1988) believes that the self- esteem is the outstanding feature of moral aspects in people. Pepe, Mchill and Crymid (2006)

also believe that the self- esteem has a positive relationship with performance. Atkinson et al (2004) believed that the self- esteem is originated from thinking, feelings, emotions and personal experiences during lifetime. French (1968) and Varguar believe that the self- esteem is acting like a barrier against any concerns and anxieties [20]. Arefnezhad (2010) says that: "It's expected that people with low self- esteem report much negative excitements such as depression and vice- versa. Vichroski says that the self- esteem increases flexibility against any changes boosting positive attitudes in terms of feeling progression of independence [17]. Baibanghard (2005) believes that how the ideal self is going to be closer to the same person, the self- esteem and personality will be balanced together. Colmes et al (2004) believe that the internal and external factors in the formation of self- esteem are effective the factors such as educational major, family, school, religion, culture and social class and the internal factors such as positive self- awareness, self- concept, having ideal targets at life and self- praise systems can be effectively influential in forming the self- esteem process. Cowilliamz (2007) believes that having positive perspective of process. Cowilliamz (2007) believes that having positive perspective of prosper thinking's and comments lead to get higher self- esteem in people, which is originated from a person's intellectual intelligence. Cooper (1967) believes that children with high self- esteem are those ones who feeling optimized confidence and aptitudes. In addition, they cannot get under others feelings easily. Stank (1972) found that the interaction between self- esteem and personal perception can be acceptable [9]. Son Son Val observed that the subjects with high intelligence and confidence have higher creativity than other participants. The self- confidence with high self- confidence, personal perception, worthwhile feeling has a significant relationship and any deficits can change someone's behavior [8]. Ashouri (1998) found that the behavior of parents on their children's self- esteem is effective; In other words, the children of democratic parents have higher self- esteem. According to theories and results as well as the relationship between intellectual intelligence and student's self- esteem especially the elements of belief, ability to face problems and self- awareness, these actually optimizes their self- esteem. In fact, the enrichment of students' intellectual intelligence can cause to the recovery of their educational performance as well. The other results representing that the lack of relationship between intellectual intelligence and students' educational progression may take place in this regard. McIand believes that the motivation of educational progression is a cognitive and excitement feature which happen into the man being determined by the primary experiences [7]. Zoher and Marshal (2000) say that the intellectual intelligence is the process that we solve our problems through the way expanding our life affairs. It of course assists us to understand which approaches can be effective in our life. Lucky and Branss (2004) perceived that the intellectual beliefs and attitudes not only increases the process of learning but also it enhances the abilities of memory, process speed, utterance, imaginary power and motivational analysis [6]. Anima (2010) found that the intellectual and excitement intelligences play key role in the process of conceptual intelligence; it is better to emphasis on the conceptual intelligence as well as individuals quittance (Shrewdness) in the filed of learning. Biabanghard (2005) believes that if a child has a good educational progression (these are naturally come from family, school, teachers and friends). They will undoubtedly have high intellectual intelligence. Pope et al (1989) say that the researchers have found the fact that there is a positive relationship between the self- esteem and high-scores of the students at school; Hence, according to the theories and the results that in spite of the relationship between the intellectual intelligence with problem- solving ability, the intellectual intelligence plays a key role according to the unfamiliarity of the process among Iranian students and the lack of educational elements in this research. Other research results show that there is no significant difference between the girl students in compare to boy students. Although no any extra studies have been carried out in terms of (boys and girls) students intellectual intelligence, hence, the results of this hypothesis would be a great prosperity background in this field; of course, no any difference found among the boys and girls intellectual intelligence. Based on the importance of intellectual intelligence in this period and information era as well as its comprehensive application of the related elements among young people, the theorists and the former research results based on Bilouta present that the intellectual affairs are the basic requirement in everyone's life time making potential cohesion with other people; this self- awareness may lead to an experience which is behind of our imaginations in public thoughts and it is composed of different digress like excitement.

It may be a combination of conscious or unconsciousness, organized or disorganized, healthy or unhealthy, simple or Complicated and fruitful or risky. Zoher and Marshal (2000) believe that the intellectual intelligence is based on the cohesive thoughts into the brain. Farhanghi et al (2009) believe that the intellectual intelligence helps people to differentiate their social affairs. Nasel (2004) believes that the intellectual intelligence combines the mental and intangible aspects along with people approaches at their objective and tangible world. Zoher and Marshal (2000) believe that the intellectual intelligence is the mental aptitudes that the man applies them in their spiritual affairs to enrich and develop around themselves. Amones (2000) also believes that the intellectual intelligence based on its bond to the pragmatic and imaginary reasons can change or transform the man in this regard. A person with high intellectual intelligence has high- potential flexibility, self-awareness and an ideal capacity for confronting to the problems and difficulties and the one can perceive inspirational volume to observe the world around the humanity to find or seek responses in the field of fundamental customs and culprits. Golmann [22] believes that the excitement intelligence cannot fill the blanked feelings existed between the man and others out and of course the need of

intellectual intelligence would be easeful to understand who or what we are in the world; the process helps us to find great ways for our daily life potentiality; the intellectual intelligence has a great impact on the life quality in the whole fields (education- job and family life). Zoher and Marshal (2000) believe that the intellectual intelligence is a way for replying the related questions and controlling the problems giving value for all life significant; the process can raise the man up and up in his or her life affairs [22]. Vigzorth (2006) found that those one whose intellectual intelligence are high can face with crisis and complex situations better. Since the intellectual intelligence causes to higher awareness, these people are able to treat kindly and lovely fulfilling logical approaches at their life. Not only the intellectual intelligence makes friendship, but also it gives a correct situation to everyone; it also leads someone to decide better policies; based on Austine research results. They found and concluded that students value more about the intellectual affairs, but more than 56% of these students believe that their professors never let them apply opportunities to discuss on it timely; so, it can be perceived that in the field of intellectual intelligence importance among boys and girls. Unfortunately the related process has not been cared through their parents and peers; and even it is sometimes prevented by their teachers. Thus, this lack of intellectual intelligence difference among students can be originated from the lack of training and its usage amount community; also, one of the most common result of the study was to compare the degree of girl students self- esteem in comparison to boys. Jalali and Nazari (2009), Thomson and Angrliold (2004) found that self- esteem in girls is higher than boys and the girls success agent is their higher self- confidence and low anxiety. Marefat (1998), vojdanparast (1999), Hormozinezhad, Shahani and Najarian (2000) found that there is no found any difference among boys and girls self- esteem variable. Pourshafei (1991) perceived that no any significant difference exist among boys and girls self- esteem. Ghobari and Hejazi (2007) found that the cute students (male and femael) as well as normal students have not got any difference in the degree of self – esteem. According to the observations, girls, due to their social abilities have lots friends around themselves profiting at their hard times. Thus, they fell safe in their problems more than opposite side (boys). Also, the present results indicated that boy students educational progression is better than girls. Based on the present observations, boys can concentrate on the class atmosphere more than girls? Since the boys try to have better growth than girls physically and mentally through exercising, they pretend to pay attention to the related process better than girls to evacuate their energy in this field; finally, this kind of thinking way in boys make them alive to survive comfortably and get rid of any wrong thoughts. Again, the explanatory results showed that the four- elements of intellectual intelligence was explained in 46% of the students as following:

Total thought and belief, ability to face problems, moral affairs, self- awareness, love and interest of students; thus, it can be perceived that the existence of belief thought amount people can optimize their self- esteem; finally, it leads to the optimization of educational progression. According to the present research results on 17 year- old young people (third- year high- school students) and its recovery on other age groups, the conservational issues must be cared in this field. Since the results showed, no any significant relationship found among the students intellectual intelligence and educational progression. Due to the importance of the word, "intellectual intelligence", among students and parents and even some officials, it is suggested that these managers, consultants and school teachers to get enough information in relation to the intellectual intelligence and training process among students at lesson and makeup classes trying to recover their self- confidence raised sufficiently to get better grades at their lessons. Based on the research results, (higher self- esteem in grills than boys), it is suggested that the school teachers must treat actively at their class atmosphere to raise their students self- confidence and self- esteem. Based on the obtained results, the subject is representing that the intellectual intelligence behind of the gender and is a man- evolved process? Hence, it is suggested that due to the importance of intellectual intelligence impact and deep influence on the real believe in the growth of full progression in the whole path of life, managers, consultants and school teachers play key role in the process of training and learning from childhood to adulthood, primary school to university; so, they must care of self- conceptual affairs taking value to these intellectual issues and secondly, they can try to transfer a correct way in the field of intellectual intelligence scientifically; this makes our society to be nurtured in the shadow of intellectual growth along with suitable virtue following by people in the community; Finally, it brings many ne ideas and innovative designs from these creative minds.

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