

Relationship between Different Types of Educational, Emotional and Spiritual Intelligence and Second Grade High School Female Students' Religious Orientation, in Sari, Iran

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ABSTRACT

In the current research, we investigated how significantly the second grade high school female students' educational, emotional, and spiritual intelligence were associated with their religious orientation. This research is descriptive (non- experimental) with a correlation design. The research population includes all of the second grade high school girl students, during the 2015-16 educational year in Sari, a city in the north of Iran. In this research, 260 samples were selected randomly. Research results showed that educational, emotional, and spiritual intelligence (independent variables) had positive and significant relationship with internal and external religious orientation (dependent variable). As the levels of educational, emotional, and spiritual intelligence increased, so did the level of religious orientation. Also the results of multiple regression analysis showed that educational, emotional, spiritual intelligence were anticipants of religious orientation and its dimensions (internal and external religious orientation).

Key words: Spiritual Intelligence, Emotional Intelligence, Educational Intelligence, Religious Orientation

1. INTRODUCTION

Religion can create unity in human community and contribute to individuals' mental health. In Allport's (1968) view, religious orientation has internal and external forms. In internal religious orientation, belief and faith only have eminent value and entail extensive commitment, but they are not tools for achieving aims and goals. In internal religious orientation, faith is considered to be of a transcendental value and creates pervasive commitment, rather than serving as a means to achieve goals. On the other hand, in external religious orientation, religion is used to satisfy individual needs, such as status and security. In other words, faith is used to achieve security and social status, and those who use this orientation use religion as a means to reach their wishes (Allport & Ross, 1967).

Recently, information gathered by scientific observations has highlighted the existence of spiritual intelligence. Spiritual intelligence is defined as human's ultimate intelligence. Nowadays, moral principles and spiritual investments are two important subjects in different fields. We must prove ourselves as humans who are not influenced by money; rather, as beings who are seeking and following special and meaningful concepts in our lives. Spiritual intelligence is a dedicated capability that gives us opportunities to walk toward our desires and achieve them by widening our visions.

Moreover, spiritual intelligence has a significant role in our beliefs, thoughts and activities that we commit in our daily life. By using intelligence, we plan our basic matters in our life and we accept change and understand which behaviors or doings have more value and which path is proper and prominent in our life.

Goleman (1995a) highlighted that spiritual intelligence involves: self-actualization, perseverance, controlling instincts, self-regulation and prevention from sufferings and worries, and despair. Furthermore, Goleman (1995b) identified the significant effect of emotional intelligence on human life, indicating that capabilities such as "optimism" and "self-mastery" have main impact on family and work place among others.

Educational intelligence is the realization of the anticipated achievement level close to the pre-determined aims. It results in better learning, higher marks, and increased number of students who pass exams successfully. In another definition, if a person's school education is in accordance with his abilities and potential talents, there is not a distant gap between his/her ability and his/her actual potential; therefore, it can be concluded that the student has achieved academic skills and has high academic intelligence (Koenig, 2007). Due to the significance of educational, emotional, and spiritual intelligence as well as the importance of religious

orientation, it is crucial to investigate the relationships between these variables among adolescents, which is the aim of the current study.

1.1 Objectives

The objective of the study was to determine the relationship between three types of intelligences and internal religious orientation among female high school students.

1.2 Research Questions

The following research questions were posed to address the aforementioned objective:

1. Is there a relationship between spiritual intelligence and internal religious orientation of female high school students?
2. Is there a relationship between spiritual intelligence and external religious orientation of the students?
3. Is there a relationship between emotional intelligence and internal religious orientation of the students?
4. Is there a relationship between emotional intelligence and external religious orientation of the students?
5. Is there a relationship between academic intelligence and internal religious orientation of the students?
6. Is there a relationship between academic intelligence and external religious orientation among the students?

2. LITERATURE REVIEW

Intelligence has long been considered a fundamental feature that causes individual differences among humans. In various sciences, several definitions of intelligence have been made. For example, biologists define intelligence as an adaptation and survival skill while philosophers define it using abstract ideas, and education experts view it as the ability to learn.

Spearman (1904) was among the first who tried to research the structure of intelligence by experimental and quantitative methods. Binet and Simon's (1973) intelligence scale was one of the initial attempts for measuring intelligence. There are various definitions for intelligence that can be divided into educational, analytical, and applied cases. Showing proper emotions in different contexts relates to emotional competencies. These competencies can promote personal relations, and they are one aspect of the main factors for determining efficiency in personal and social life. Research shows that reduced emotional intelligence will trigger many damages such as drops in mental hygiene, increasing mistakes, indifference, delayed routine activities and job hopping (Alex & Ajawani, 2011). High emotional intelligence has positive effect on life management and individuals' efficiency and innovation. It encourages creativity and encourages people to follow their interests. In an educational system, students are trained with one aim and it is success in educational fields. However, the question that matters is what the success criteria are. Should these criteria relate to success in a scientific area? The answer to this question was positive in the past, but nowadays the viewpoint is not accepted and they reject it completely, according to Gard-

ner's multiple intelligence theory (1989), Bar-on's (1997) emotional intelligence theory, Salovey and Mayer (1990), and Goleman (1995b). Then, we can say that success does not depend on the recognition intelligence only, but it also relates to several types of intelligence. Recognition intelligence is not the only success criteria only, for individuals and we must express educational intelligence for success achievement. Amani et al. (2014) conducted a study to investigate the role of emotional and spiritual intelligences on the role of investigation in students' forgiveness anticipation subject. This research method is correlation for and population include all (7700 persons) of Mohaghegh Ardebili University students at 2002-2003 educational year. A total of 230 students were selected by one-stage clustering randomized sampling and they completed personal emotional intelligence report scale (Schutte et al., 1998), personal questionnaire of spiritual intelligence report (King & DeCiocco, 2009) and forgiveness scale (Walker & Gorsuch, 2002).

Regression analysis results showed that emotional intelligence anticipated forgiveness significantly with 0.20 of beta coefficient. Also, results showed that emotional intelligence anticipates other person's forgiveness significantly with 0.30 beta coefficient. But spiritual intelligence did not anticipate to one's own and other person's forgiveness in significance form.

Nelis et al. (2009) expressed that extensive studies were implemented recently between the future of emotional intelligence features and mental health variables, life quality, job success, educational advancement, social relations quality and marriage. Current research shows emotional intelligence affects success and happiness in all levels of life. The number of 615 young girls participated in a study conducted by Desrosiers and Miller (2007). The results of the study showed the young girls with strong religious beliefs have more power against coping mental, personal, and educational problems, and they give sick low and reality, they have high level of mental health. Ai et al. (2007) investigated 309 cardiac patients at Michigan Medical University center and they obtained significant results about spiritual beliefs role and importance. This research results showed that patients with strong religious beliefs use positive coping methods such as absolution, forgiveness, seeking a way for find spiritual relation with God, friendship with religious people, receive social and spiritual aid, hopefulness, God recognition as kind and gracious and they recovery very fast and also they have high mental health. They found that, spiritual copings are source of hope, social and emotional or sense aid and persons who use these copings in their own routine lives have low depression and anxiety and they recover from their illnesses very fast.

3. METHODS

3.1 Participants

The research design of this study is a descriptive (non-experimental) and correlational. The research population included all of the second grade high school girl students during the 2015-16 educational year (5,364 persons) in Sari, a city in

the north of Iran. The statistical sample of the study was selected from this population. Also 260 samples were selected by Krejcie and Morgan's (1970) table. In order to selecting girl high school students in sample group multiple clustering sampling was used. The samples came from three districts of Sari which were randomly selected as the clusters.

3.2 Instruments

In the current research, the following instruments were used for data gathering:

1. Bar-on's (1997) emotional intelligence questionnaire (EQ-i);
2. Abdollahzadeh, Kashmiri and Arabameri's (2009) spiritual intelligence questionnaire;
3. Baraheni's (1974) educational intelligence questionnaire; and
4. Allport's (1968) religious orientation questionnaire.

The items of the research instrument were adopted from the aforementioned instruments in three stages. After making some changes to the original text of the questionnaire, deleting or modifying some items and resetting the questions of each scale, the questionnaire was reduced from 117 to 90 items. The overall Cronbach's alpha was 0.93. The instrument was also validated. Content validity was established by a panel of three experts in measurement and evaluation for assessment. Their recommendation was on content and comprehensibility of the instrument to suit the present area of study, to maintain simplicity of words on all items while preserving meaning and clarity to elicit the relevant information from the respondents. The feedback from the panel of experts was then used to modify and improve the clarity of the items of the instrument before conducting the study. A pilot study was also conducted to ensure the validity of the instrument.

3.3 Data analysis

In order to analyze the data, descriptive and inferential statistical methods were used. The descriptive methods consisted

of frequency, percentage, mean and standard deviation. The inferential methods which were used included Kolmogorov Smirnov and Shapiro-Wilk test used for testing the normality of distribution of data and Multiple Linear Regression used for testing the correlation among the variables.

4. RESULTS

4.1 Descriptive results

Table 1 presents the descriptive statistics results for all the variables of the study:

According to Table 1, educational intelligence variable has the highest mean score ($M = 3.66$) whereas the lowest mean score is related to spiritual intelligence variable ($M = 3.48$).

4.2 Inferential results

Before hypothesis testing, it is necessary to investigate the normality of the data. One-Sample Kolmogorov Smirnov and Shapiro-Wilk tests were used for dependent normality (Table 2).

Significant values of the afore-mentioned tests were 0.220 and 0.531, respectively and since the obtained significant values were greater than alpha at 0.05 level of significance, it was concluded that the data were normally distributed.

Next, the results of Pearson test indicated the correlation among the variables (Table 3):

Table 3 shows the correlation coefficients between independent variables (educational, emotional, spiritual intelligence) and religious orientation. According to the results, we can conclude that relationship between educational, emotional, spiritual intelligence with religious orientation is low, positive and significant.

Then, Multiple Linear Regression analysis was run to predict the contribution of each independent variable (educational, emotional, spiritual intelligence) to internal religious orientation. The related results are presented in Tables 4 and 5:

Table 1. Description research variables percent

Research main variables	Very high	High	Average	Low	Very low	Mean	Standard deviation
Educational intelligence	20.0	23.5	30.7	14.2	11.6	3.66	0.89
Spiritual intelligence	18.5	22.3	26.5	18.9	13.8	3.48	1.17
Emotional intelligence	20.8	20.0	28.8	18.5	11.9	3.57	0.89
Internal religious orientation	17.7	23.1	27.7	18.8	12.7	3.49	0.82
External religious orientation	20.4	23.1	26.5	17.7	12.3	3.61	1.09
Religious orientation	19.6	23.4	26.1	18.2	12.7	3.54	1.16

Table 2. Normality test for religious orientation variable

	One-sample Kolmogorov Smirnov			Shapiro-Wilk		
	Test amount	Freedom degree	Significance	Test amount	Freedom degree	Significance
Religious orientation	0.046	260	0.220	0.969	260	0.531

The obtained results of independent variables in stage-by-stage regression model for expressing internal religious orientation show that in the first model after entering the first variable (spiritual intelligence), this variable had a negligible, positive and significant relationship ($r = 0.168$) with the participants' internal religious orientation. Based on the second model, after adding emotional intelligence, this value increased to ($r = 0.201$) and finally, in the third model, the value increased to ($r = 0.23$) by adding the next independent variable, educational intelligence.

Table 5 shows the contribution of independent variables to internal orientation in the final model. According to this model, spiritual intelligence variable (0.332) and educational intelligence variable (0.139) have the highest and lowest effects on the dependent variable (internal orientation). Among the three entered variables to the regression equation, all of the variables remained in the equation. It is necessary to mention that all of the variables significantly and positively affect internal religious orientation.

Next, another Multiple Linear Regression analysis was run to predict the contribution of each independent variable (educational, emotional, spiritual intelligence) to external

religious orientation. The related results are presented in Tables 6 and 7:

The obtained results of independent variables in stage-by-stage regression model for expressing external religious orientation show that in the first model after entering the first variable or spiritual intelligence, this variable had a negligible, positive and significant relationship ($r = 0.182$) with the participants' external religious orientation. Model 2 shows that after addition of emotional intelligence variable, this value increased to ($r = 0.231$). Finally, the value increased to ($r = 0.251$) in Model 3 by adding educational intelligence variable, indicating a low, positive and significant correlation between the three variables put together and the dependent variable, indicating a low, positive and significant correlation between the three variables put together and the dependent variable.

Table 7 shows independent variables the final regression model for expressing external orientation. According to this model, spiritual intelligence variable (0.273) and educational intelligence variable (0.187) have the highest and lowest effects on external orientation, the dependent variable. Also, among the three entered variables to the regression equation, all of the variables remained in the equation. It is necessary to mention that the contribution of all the variables on external religious orientation was positive.

Finally, another Multiple Linear Regression analysis was run to predict the contribution of each independent variable (educational, emotional, spiritual intelligence) to religious orientation. The related results are presented in Tables 8 and 9:

The obtained results of independent variables in stage-by-stage regression model for expressing religious orientation show that in Model 1 after entering the first variable or

Table 3. Pearson's coefficient results showing the relationship between the variables

Variables	Religious	Orientation
Spiritual intelligence	p=0.000	r=0.243
Educational intelligence	p=0.000	r=0.283
Emotional intelligence	p=0.000	r=0.230

Table 4. Regression model for expressing internal religious orientation

Model	Correlation criteria [®]	R square	Adjusted R square	ANOVA (F)	p
Model 1	0.405	0.168	0.168	200.128	0.000
Model 2	0.407	0.201	0.201	156.307	0.000
Model 3	0.510	0.230	0.230	120.970	0.000

Table 5. Final regression model for expressing internal orientation

Variables	Non-standard regression criteria (B)	Standard error	Standard regression criteria (Beta)	T – value	p
Constant amount	2.100	0.090		23.225	0.000
Final					
Spiritual intelligence	0.242	0.011	0.332	21.117	0.000
Model					
Emotional intelligence	0.210	0.019	0.178	10.404	0.000
Educational intelligence	0.111	0.012	0.139	9.533	0.000

Table 6. Regression model for expressing external religious orientation

Model	Correlation criteria	R square	Adjusted R square	ANOVA (F)	p
Model 1	0.335	0.182	0.182	858.591	0.000
Model 2	0.381	0.231	0.231	513.307	0.000
Model 3	0.401	0.251	0.251	398.691	0.000

spiritual intelligence, this variable had a low, positive and significant relationship with ($r = 0.232$) the participants' religious orientation. Model 2 shows that after addition of emotional intelligence, the correlation increased ($r = 0.249$) slightly. At last, in Model 3 the value increased to ($r = 0.261$) by adding educational intelligence.

Table 9 shows the contribution of the independent variables in the final model to religious orientation. According to this model, spiritual intelligence variable (0.405) and educational intelligence variable (0.125) have the highest and lowest effects on the mentioned dependent variable, respectively. Also, among the three entered variables to the regression equation, all the variables remained in the model. It is necessary to mention that the effects of all variables on religious orientation, the dependent variable, are positive.

5. DISCUSSION AND CONCLUSION

In the current research, three variables including educational, emotional, spiritual intelligence were used for expressing religious orientation among second grade high school girl students in Sari. The main objective of the research was testing the association between educational, emotional, and spiritual intelligence and the respondents' religious orientation. The results showed that there is a low, positive and significant relationship between educational, emotional, spiritual intelligence variables and religious orientation (internal and

external religious orientation). It means that, any increase in the three afore-mentioned independent variables, the value of the dependent variable would increase; and likewise, reducing the value of educational, emotional, spiritual intelligence variables, the value of religious would also reduce. Multivariate regression analysis results showed that educational, emotional, spiritual intelligence variables have positive and significant effect on religious orientation and its dimensions (Internal and external religious orientation). The results of the current study confirm those of the previous studies by Ahuja (2011), Amani et al. (2014), and Nelis et al. (2009). Spiritual intelligence contains health and calm for person. Individuals with high spiritual intelligence have eminence capacity and high tendency to awareness. They have special capacity that allocate part of routine activities to spirituality and idealism actions and show virtues such as beneficence, gratefulness, modesty, compassion and cogitation and finally they have superior health (Yip & Tse, 2009).

Individuals with external religious orientation have higher levels of depression and anxiety because they follow other people's interest and see religion as an instrument (Hackney & Sanders, 2003). Therefore, students with higher level of educational intelligence have better function in interpersonal relationship, social adaptability and religious behavior. Also students with high level of educational intelligence have better mental health, emotional relations, opinion and view point expression.

Table 7. Final regression model for expressing external orientation

Variables	Non-standard regression criteria (B)	Standard error	Standard regression criteria (Beta)	T – value	p
Constant amount	2.221	0.143		15.496	0.000
Final					
Spiritual intelligence	0.209	0.018	0.273	11.492	0.000
Model					
Emotional intelligence	0.217	0.029	0.169	7.482	0.000
Educational intelligence	0.152	0.018	0.187	8.354	0.000

Table 8. Regression model for expressing religious orientation

Model	Correlation R	R square	Adjusted R square	ANOVA (F)	p
Model 1	0.481	0.232	0.231	677.857	0.000
Model 2	0.499	0.249	0.248	371.974	0.000
Model 3	0.511	0.261	0.260	264.334	0.000

Table 9. Final regression model for expressing orientation

Variables	Non-standard regression criteria (B)	Standard error	Standard regression criteria (Beta)	T – value	p
Constant amount	1.972	0.103		19.181	0.000
Final					
Spiritual intelligence	0.284	0.014	0.405	20.091	0.000
Model					
Emotional intelligence	0.167	0.026	0.144	6.530	0.000
Educational intelligence	0.131	0.021	0.125	6.286	0.000

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