The relationship between Spiritual Intelligence and effectiveness of physical education teachers of Zanjan province

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Abstract

Objective: This research was aimed at studying the relationship between spiritual intelligence and effectiveness of the physical education teachers of Zanjan province. The population of this study consisted of all the physical education teachers of 14 educational sections of Zanjan province (650 persons) in 2013, from among which 242 physical education teachers were selected as the sample by stratified random sampling method. Data collection tool included a personal information questionnaire, Integrated Spiritual Intelligence Scale (ISIS) of Amram and Dryer (2007), and Teacher effectiveness questionnaire of choo and Bowley (2007). The reliability coefficient was estimated by the cronboch's alpha test for spiritual intelligence (in five dimensions: 56.0 for awareness, 51.0 for divine grace, 76.0 for meaning, 48.0 for eminence and 96.0 for truth) as well as effectiveness questionnaire (87.0). For data analysis, the statistical T-test, Friedman rank test, ANOVA, simple regression and correlation were used. Results: The results of This study show that different aspects of spiritual intelligence of the physical education teachers of Zanjan do not have equal positions. Furthermore, there is a significant relationship between different variables of gender, age, marriage state and spiritual intelligence. Spiritual intelligence of female physical education teachers was higher in comparison to male ones. Older physical education teachers had higher spiritual intelligence than younger physical education teachers and spiritual intelligence of married physical education teachers was higher than spiritual intelligence of the single ones. Conclusion: Moreover, there was a significant and positive relationship between each aspect of spiritual intelligence and effectiveness of the physical education teachers and similarly between their total spiritual intelligence and their effectiveness.

Introduction

Since late 20th century, an extensive movement of evolution and change has been started which has weaken the bases of traditional and Newtonian paradigms, in all the areas, especially economy, management and business. In new paradigms, instead of traditional model of command and control, the emphasis is on the use of team works, continuous learning, effectiveness, integrity of spiritual and working life, etc. Spiritual Intelligence and effectiveness, which are the main variables of this research, are also introduced in recent years, consistent with this movement towards more flexible paradigms. The main duty of new era is to establish confidence and to direct the movement of conversion and effectiveness, which is gained by clear statement of the outlook and inserting the meaning in the organization Amram (2005). In traditional paradigms, IQ was supposed to be the main factor of predicting effectiveness. Research results show that IQ, which is a scale for cognitive intelligence and focuses on the linguistic capacities, logical analysis, mathematical intelligence, calculative speed, and strong memory, has a trifle role on the effectiveness Sternberg (1997). Later researches show that high degree of IQ does not assure effectiveness in any way Amram (2005) & Sternberg (1997). During recent decades, studies have been extended and include various kinds of intelligence Chermers (2001). Accordingly, researchers have considered other potential intelligences other than IQ and different models of intelligence, such as practical intelligence Goleman (1997), internal and interpersonal intelligence Gardner (2000), affective intelligence Goleman (1995) and spiritual intelligence Emmons (2000) & Zohar & Marshall (2000). Have been proposed, from among which, the spiritual intelligence has gain its position in management and leadership research and...
literature. Present research studies the relationship between effectiveness and spiritual intelligence, which is independent of IQ. This effectiveness is a result of measuring the degree of awareness, divine grace, meaning, eminence and truth of the physical education teachers.

Performed researches clearly show that teachers have an important impact on students progress and effectiveness and educational quality, as well as their relationship with different issues should be developed and assured by effective teachers. An effective teacher is a teacher who manifests his/her knowledge of the curriculum and uses different educational methods for different students and explicitly causes students to progress Clark (1993) & Sullivan (2001). Some of the teachers are not able to gain feedbacks or properly answer them because of their poor relationship with others. Effective teachers, however, are different from them in almost every aspect. These effective teachers appear as a leader and take the attention of many people, because people believe leaders have a significant impact on the effective performance and related results. Indeed, leaders can cause significant differences and an improper leadership may cause groups and teams to defeat, forces to withdraw, economies to weaken, and nations to become insolvent Hogan et al (1994).

With increasing interest in related issues of emotional intelligence and its usage in effectiveness, the interest in spirituality and its integration with effectiveness Duchon & Plowman (2005), Fry (2003), Fry (2005) & Reave (2005) is increasing as well. For instance, Fry (2003, 2005) has proposed a theory as "spiritual Leadership theory" (SLT).

During last 9 years, there was a high tendency towards integration of spirituality and intelligence as a single entity, namely spiritual intelligence Amram & Dryer (2008), Emmons (1999), Emmons (2000), Halama & Strizenec (2004), Levin (2000), Nasel (2004), Noble (2000), Vaughan (2002), Wolman (2001) & Zohar & Marshall (2000). As the emotional intelligence is not equal to emotion and excitement, spiritual intelligence is something different from spirituality. Spirituality means personal probe, experimental elements such as depend sacred meaning, unity, incorporation, eminence and grand human capacities Emmons (1999) & Worthington (2001). Spiritual intelligence integrates these personal and experimental issues, which are related to spirituality, with meaning, sacred experiments, unity, incorporation and eminence, and apply them in related issues of life, in order to increase the performance, conformity and welfare and cause such results which are valuable in a society or a cultural context Emmons (1999)& Emmons (2000). Thus we can distinguish spiritual intelligence from spirituality and in general from any spiritual experiment (such as monotheism) and spiritual belief (such as faith to God) Amram (2007). One of the first models and definitions of spiritual intelligence is the one proposed by Emmons. According to Emmons (1999): "spiritual intelligence is a framework for recognition and organizing the skills and capacities we need for adaptive use of spirituality". Vaughan (2002) defines spiritual intelligence as: "the human aptness to Probe and ask about meaning of life, as well as experiencing continuity and the relationship between each person with the world he/she lives in". In the present study, spiritual intelligence is defined as the ability to apply, manifest and depict spiritual resources, values and characteristics, to increase performance, daily efficiency and welfare, as well as the score obtained from the Integrated spiritual Intelligence Scale (ISIS) of Amram and Dryer (2008). Amram, by making use of basic theories Glaser (1992) & Strauss & Corbin (1990). And qualitative analysis of performed interviews with 71 participants, who volunteered to apply and depict spirituality in their daily life, identified different dimensions of SI (spiritual intelligence). These dimensions include: improvement of meaning through feeling the goal, responsibility of tasks, developing pure conscience, acceptance and adoration of truth, religious life, Looking to human relations as "I and You", application of holistic systems regarding any kind of relation, love, optimism, having confidence in life, altruism, modesty, internal leadership, manifestation of internal liberty, creativity, courage, insight, honesty, application of intrapersonal cognitive states such as intuition of problem solving, attention and self-awareness. These related issues of spiritual intelligence, have led to development of ISIS or Integrated spiritual Intelligence scale Amram & Dryer (2008). Preliminary studies have shown that this scale is an evaluative scale for SI and it has a comprehensive reliability and validity and includes five scales for main domains and 22 subscales of aptitude, which prove and actualize many dimensions of SI and have been obtained by thematic analysis of primary and main interviews. Many capacities of spiritual intelligence can be used to hypothesize about effectiveness Such as the capacities related to meaning, intuition, attention, the relation of "I and You" in human relations, holistic systems, modesty or altruism and internal leadership. Since people are responsible for creating a feeling of goal and improvement of meaning in their organization and working context Bass (1990) Bass (1997), Bennis (2000), Kouzes & Posner (2006) Spiritual intelligence is related their functions. Moreover, since spiritual intelligence includes the ability to make use of interpersonal cognitive states such as intuition, those who make use of different levels of conscience, which cause logical and linear thinking advantage, can decide in a better way and solve problems more efficiently, effectively and holistically. In general, main factors of effectiveness have been introduced by modern theories of effectiveness as: interpersonal relationships caused by compassion and kindness, intuitive motivations, internal leadership based on self-cognition, insight, proper speech, and depiction of values and improvement of meaning Bass (1997), Bennis (2000), Kouzes & Posner (1992). Kouzes & Posner (2006). Several researchers and authors have accepted and supported the importance of relationship and the impact between spiritual intelligence and effectiveness Covey (2004), Mussig (2003) &]
Solomon & Hunter (2002). Agor (1989) experimentally has studied the function and usage of intuition (domain of spiritual intelligence awareness) in performance, effectiveness and compatibility. He studied 3157 managers and evaluated their intutional ability and concluded that intuition is a kind of skill which increases by improvement of the manager. Furthermore, high level managers of both governmental and private sectors manifested much higher intutional abilities in comparison to mediocre and low level managers. Agor (1989) claims that intuition is a very significant factor in management and manager's performance and effectiveness in his/her working context. George (1995) studied spiritual intelligence (divin grace domain) and by assessment of 52 managers concluded that those who manifest positive and optimistic behaviors, are more effective and efficient. The impact of these factors was preserved even after the variables of manager's satisfaction and their conflict with their jobs were constant. Anderson (2000) studied spiritual intelligence awareness and evaluated 200 managers from 8 companies to examine the impact of intuition (related to awareness domain of SI) on their effectiveness. Although his findings were incomplete (P-values were not less than 0.05), he found out regarding the managers with intutional abilities, the covariance between effectiveness and low effectiveness was 1.5. The covariance of other managers was 0.5. Furthermore, those who incorporate intuition (not feelings) and thinking are 6.7 times more effective than those who use different problem solving methods. Murphy (2001), Saunders & Geroy (2003), in their studies about spiritual intelligence (divin grace domain) and its relationship with effectiveness found out that other abilities related to internal guidance, such as self-efficiency and internal control, have an important influence on their effectiveness. Reave (2005) has presented a research under the title of "Coordination between values and spiritual practices and effectiveness". By studying more than 150 researches, he found out there is a coordination between effectiveness and spiritual practices and values. The results show that spiritual values including unity, honesty and modesty have a significant impact on effectiveness. Similarly, spiritual behaviors and practices including having respect for others, identification, acknowledgement of others and participation in intellectual practices also have relationship with effectiveness. Kouzes & Posner (2005) in their study on truth domain of SI and effectiveness found out that modest and honest people try to find initiative ways for their change, growth and improvement. Senge (2006) and Strenberg (2007) in their research on eminence domain of SI and effectiveness declare that the abilities related to main and subordinate issues at SI such as holistic attitude towards the relationship between everything, also can be influential in effectiveness, in such a way that people solve their problems in a more holistic way. According to the leadership model of Sternberg (2007), abilities related to internal guidance (divin grace domain at SI) such as freedom from social norms (supportive of creativity), freedom from fear (supportive of courage) and perception (self-judgement, powerful internal compass, conscience, values and honesty) can be in relation with performance and effectiveness. Amram and Dryer (2008) in their research on spiritual intelligence (awareness domain) and its relationship with effectiveness found out that intuition and intuitional abilities such as ESP (Extra Sensory Perception), sixth sense, etc. are in relation with coordination and performance, as well as effectiveness. Such abilities are specially accompanied with development of management, Organizational leadership and more commercial profit. Moreover, improvement of social, cognitive and emotional performance, which is caused by practices aimed at development of awareness and alertness, can be influential in effectiveness and management performance. Amram and Dryer (2008) in their research, evaluated abilities related to the truth domain of spiritual intelligence and their relationship with effectiveness, by making use of spiritual intelligence scale (ISIS). The results show that the abilities related to truth domain of SI such as acceptability, modest and honest exist also can be influential in effectiveness and performance. Indeed, as the ISIS scores of truth domain increase effectiveness increases as well.

Previous studies show that multiple capacities of spiritual intelligence can be in relation with effectiveness. However the effect of spiritual intelligence and effectiveness has not been measured by any research yet. Present study, based on the evaluations including five dimensions of awareness, divin grace, meaning, eminence and truth, examines the relationship between spiritual intelligence and effectiveness of the physical education teachers of Zanjan Province. This study was aimed at exploring and identifying the existence, and level of the spiritual intelligence as a predictive factor in effectiveness of the physical education teachers of Zanjan province. The research questions were: are different dimensions of SI at the physical education teachers of Zanjan province, equally prioritized? IS there any significant difference between spiritual intelligence of the male and female physical education teachers of Zanjan province? IS there any significant relationship between demographic variables of age and marriage state, and spiritual intelligence of physical education teachers of Zanjan province? IS there any significant relationship between awareness level of each main domain of spiritual intelligence (awareness, divine grace, meaning, eminence and truth) and effectiveness of the physical education teachers of Zanjan province? IS there any significant relationship between awareness level of SI and effectiveness of the physical education teachers of Zanjan province?

Methodology:

Present study is a descriptive research of survey type. The population of this research contained 650 physical education teachers of primary, guidance, and high-schools of 14 educational sections of zanjan
province in 2013, 372 of which were male and 278 of them were female teachers. From this population, 242 teachers were selected as the sample by stratified random sampling method, from among which 138 teachers were male and 104 of them were female. Data collection tool consisted of three questionnaires including personal information questionnaire (demographic), Integrated spiritual Intelligence scale (ISIS) questionnaire and teacher effectiveness questionnaire. Validity and reliability of ISIS questionnaire were confirmed by its developers, Yosi Amram and Christopher Dryer, in 2007. The thorough form of this scale contains 83 questions and the short form of it includes 44 questions which are used to evaluate 22 sub-scale abilities and in order to evaluate each ability, 2 questions are asked. This test was validated through a sample with the size of 240 and the abbreviated and thorough forms of the scale showed 99.0 percent correlation) Chermers (2001). The correlations between the short and long form of the scale for each of the five main domains 94.0 - 98.0 and 22 sub-scale abilities were respectively reported to be 82.0 - 1.00 (correlation 1.00 was related to the sub-scale ability of gratitude which included 2 questions both of which were presented in both forms) Chermers (2001). Reliability coefficient was calculated by the Cronboch's alpha test for spiritual Intelligence (ISIS) questionnaire at five main dimensions to be 56.0 for awareness, 51.0 for divine grace, 76.0 for meaning, 48.0 for eminence, and 99.0 for truth. Validity and reliability of teacher effectiveness questionnaire was estimated by Stephen Choo and Christine Bowley in 2007. This questionnaire is a 21-question self-assessment which contains no sub-scale and so teacher effectiveness is assessed totally and without sub-scale. Validity of effectiveness questionnaire of this research was confirmed by related professors regarding content and form and the reliability coefficient was estimated to be 87.0 by the cronboch's alpha test for teacher effectiveness questionnaire. Data collection was conducted by library and field studies and for data analysis at present of research, of SPSS and the statistical t test for independent groups, ANOVA variance analysis, simple regression and correlation were used.

**Results:**

Fifty seven percent (57%) of the participants (teachers) of this study were male and 43% of them were female. Average age of female participants and their standard deviation were respectively 34 and 7.67% and for male participants, average age and standard deviation were respectively 37 and 9.46%. Twenty one percent (21%) of the male participants and 27% of the female participant were single and also 79% of male participants and 72.1% of female participants were married. Educational major of 84.8% of male participants and 80.8% of female participants was "physical education" and educational major of 15.2% of male participants and 19.2% of female participants was other than physical education. Educational degrees of male participants were: 37.7% junior college diploma, 55.8% BA and 6.5% MA and educational degrees of female participants were: 17.3% junior college diploma, 73.1% BA and 9.6% MA. Employment state of male participants was: 80.4% officially employed, 18.8% contractually employed and 7% tuition and employment state of female participants was: 75% officially employed, 1% tuition, 1.9% conventionally employed and 22.1% contractually employed. Employment records of male participants were: 1.60% more than 15 years, 18.8% less than 5 years, 13% between 6 to 11 years and 8% between 11-15 years and employment records of female participants were: 39.4% more than 15 years, 27.9% less than 5 years, 20.2% between 6 to 10 years and 12.5% between 11 to 15 years. Employment record of the most male participants was more than 15 years (39.9%) which was more than female participants’ record (26.9%) and also, educational record of less than 5 years and 6-10 years of female participants were more than male participants.

The results of this study show that different dimensions of spiritual intelligence of the physical education teachers of zanjan province are not equally prioritized (p=0.000) and their priorities are respectively meaning, eminence, awareness, divine grace and truth. There was a significant relationship between different variables of gender, age, marriage state and spiritual intelligence of the physical education teachers; Spiritual intelligence of female teachers was higher than SI of the male teachers (T>2), (P=0.000) (Table 1) and older teachers had higher spiritual intelligence than younger ones (P=0.000) (Table 2). Also, spiritual intelligence of married teachers was higher than single ones (T>2), (P=0.037) (Table 3). There was a positive and significant relationship between each dimension of SI and effectiveness of the physical education teachers of zanjan province (truth and effectiveness r=0.912), (awareness and effectiveness r=0.873), (divine grace and effectiveness r=0.864), (eminence and effectiveness r=0.849) and (meaning and effectiveness r=0.830) (Table 4). Also, there is a significant and positive relationship between SI and effectiveness of the physical education teachers of zanjan province and their SI variable can be a good predictive factor for their effectiveness variable (P=0.000), (r=0.861) (Table 5 & 6).

![Table 1](image_url)
The results show that there is a significant relationship between age and SI of the physical education teachers. This does not mean that SI skills are acquired spontaneously and unintentionally. A worldwide research in 2003 and 2004 on 5490 people showed that there is a strong correlation between age and SI. His findings show that people go after spiritual intelligence skills as they get older more than before and try to develop them intentionally or unintentionally. In other findings (Wigglesworth, 2004; George, 2006). According to findings, women’s SI score is higher in comparison to men. Wigglesworth (2004). Other researches also show that there is a significant relationship between spiritual intelligence and gender. In other words, women have a more spiritual attitude in comparison to men. In a research by George (2006), spiritual intelligence scores of women were significantly higher than SI scores of men. Some researchers such as Allport and Renowned (1931) have concluded that women have more aesthetic, social, and religious interests in comparison to men. Men are mostly interested in political and theory aspects and women are mostly inclined towards ethical issues.

The results show that there is a significant relationship between age and SI of the physical education teachers of Zanjan province and their SI increases by increase of age. This is compatible with research findings of Wigglesworth (2004) regarding significant relationship between age and SI. His findings show that people go after spiritual intelligence skills as they get older more than before and try to develop them intentionally or unintentionally. A worldwide research in 2003 and 2004 on 5490 people showed that there is a strong correlation between age and SI performance. This does not mean that SI skills are acquired spontaneously and by getting older, it rather means that people can intentionally choose and learn SI skills by getting older. In other words, as time passes and people get older, they attain higher levels of SQ. Fairholm (30) in his research on spiritual leadership theory, talks about individual growth and compares reactions of a 35-years old leader with a leader at the age of 60. He believes people have different positions in growth hierarchy and spiritual leadership differs in different age. Amram and Dryer (2008) also have found out that spiritual intelligence increases by increase of age. Finally, we can conclude that the physical education teachers by getting older can intentionally

**Table 2:** Spiritual intelligence difference of the physical education teachers according to the age variable

<table>
<thead>
<tr>
<th>Age</th>
<th>21-30 Years Mean</th>
<th>21-30 Years Standard deviation</th>
<th>31-40 Years Mean</th>
<th>31-40 Years Standard deviation</th>
<th>41-50 Years Mean</th>
<th>41-50 Years Standard deviation</th>
<th>51-62 Years Mean</th>
<th>51-62 Years Standard deviation</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual intelligence</td>
<td>2.6092</td>
<td>0.91951</td>
<td>4.375</td>
<td>0.4871</td>
<td>5.541</td>
<td>0.5024</td>
<td>6.000</td>
<td>0.000</td>
<td>11.280</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Table 3:** Spiritual intelligence difference of the physical education teachers according to their marriage state

<table>
<thead>
<tr>
<th>Marriage state</th>
<th>Married Mean</th>
<th>Married Standard deviation</th>
<th>Single Mean</th>
<th>Single Standard deviation</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual intelligence</td>
<td>4.4655</td>
<td>1.02966</td>
<td>4.0217</td>
<td>1.50393</td>
<td>0.037</td>
</tr>
</tbody>
</table>

**Table 4:** Correlation test (the relationship between awareness of each domain of SI (spiritual intelligence) and effectiveness of the physical education teachers)

<table>
<thead>
<tr>
<th>Title</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>R</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truth dimension of SI</td>
<td>3.7479</td>
<td>1.44272</td>
<td>0.912**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.873**</td>
<td>0.000</td>
</tr>
<tr>
<td>Awareness dimension of SI</td>
<td>4.0868</td>
<td>1.36217</td>
<td>0.864**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.849**</td>
<td>0.000</td>
</tr>
<tr>
<td>Diving grace dimension of SI</td>
<td>4.0289</td>
<td>1.50628</td>
<td>0.830**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.812**</td>
<td>0.000</td>
</tr>
<tr>
<td>Eminence dimension of SI</td>
<td>4.1983</td>
<td>1.47522</td>
<td>0.964**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.945**</td>
<td>0.000</td>
</tr>
<tr>
<td>Meaning dimension of SI</td>
<td>4.500</td>
<td>1.19212</td>
<td>0.884**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.861**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Table 5:** Correlation test (the relationship between awareness of spiritual intelligence and effectiveness of the physical education teachers)

<table>
<thead>
<tr>
<th>Title</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>R</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual intelligence</td>
<td>4.1281</td>
<td>1.19212</td>
<td>0.861**</td>
<td>0.000</td>
</tr>
<tr>
<td>Effectiveness of the physical education teachers</td>
<td>2.1818</td>
<td>0.98115</td>
<td>0.861**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Table 6:** Simple regression test (prediction of physical education teachers effectiveness by spiritual intelligence)

<table>
<thead>
<tr>
<th>Changes resource</th>
<th>Sum of squares</th>
<th>DF</th>
<th>Mean of squares</th>
<th>F</th>
<th>R</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictive amount</td>
<td>172.150</td>
<td>1</td>
<td>172.150</td>
<td>690.331</td>
<td>0.861a</td>
<td>0.000a</td>
</tr>
<tr>
<td>Remainder</td>
<td>59.850</td>
<td>240</td>
<td>0.249</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>232.000</td>
<td>241</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Discussion:**

Findings of present study show that there is a significant difference between spiritual intelligence of male and female the physical education teachers of Zanjan province. Regarding this issue, findings show that spiritual intelligence of female teachers is higher than SI of the male teachers. This is compatible with the majority of other findings (Wigglesworth, 2004; George, 2006). According to findings, women’s SI score is higher in comparison to men Wigglesworth (2004). Other researches also show that there is a significant relationship between spiritual intelligence and gender. In other words, women have a more spiritual attitude in comparison to men. In a research by George (2006), spiritual intelligence scores of women were significantly higher than SI scores of men. Some researchers such as Allport and renowned (1931) have concluded that woman have higher aesthetic, social, and religious interests in comparison to men. Men are mostly interested in political and theory aspects and women are mostly inclined towards ethical issues.
choose SI skills and properly develop them to reach higher levels of spiritual intelligence in order to be more effective.

Moreover, results show that there is a significant relationship between marriage state of the physical education teachers and their spiritual intelligence and married physical education teachers had higher SI in comparison to single ones. This can be an indication of attitude changes after marriage. Marriage, which is kind of showing interest to other's fate, is the first step towards getting away from egoism and selfishness towards altruism. It is some kind of maturity which is not founded except by marriage. We can conclude that single teachers can improve their individual and social dimensions of life by gaining SI abilities through marriage and use them for attaining higher effectiveness.

Findings of this research indicate that there is a significant relationship between awareness of different domains of truth, awareness, divine grace, eminence, and meaning and effectiveness. Regarding this issue, findings show that there is a significant relationship between truth domain of SI and effectiveness of physical education teachers of Zanjan province. The scores of ISIS sub-scales (such as modesty, internal integrity, speciosity and candor, presence, confidence and intellectual equilibrium, which are related to truth domain) show that those sub-scales are very important in explanations of effectiveness. Thus, the initial important domain of ISIS is the truth domain. This is compatible with other findings. Findings of Amram and Dryer (2008) found out that honest and modest people try to find initiative ways for their change and improvement which are of important practices of effectiveness. Truth domain of ISIS seems to be in relation with spiritual leadership theory of Fry (2003, 2005). This theory focuses on values such as modesty, coordination, internal integrity and confidence (hope and faith). Indeed, modesty is related to level 5 leaders (J. Collins). These individuals integrate modesty and strong will to gain a perfect performance. "Finding drawbacks" is reflected in Senge (2006). He emphasizes on developing environments for continuous learning. Similarly, intellectual equilibrium is related to neural problems, which negatively influence effectiveness. Also, strong confidence in future (which is related to the concepts of hope and optimism) is related to what Bennis (2007) declares. He claims that optimism is a very important factor for effectiveness. Also, it was shown that there is a significant relationship between awareness domain of SI and effectiveness of the physical education teachers. The scores of ISIS sub-scales (such as intuition, integration and attention which are related to awareness domain) were very important in explanation of effectiveness. Thus, the second important domain of ISIS, is the awareness domain. Awareness domain is compatible with the research results of Bennis (2000). He claims that effective individuals, show higher degrees of self-awareness and self-cognition. These people are compatible with what Quinn (2000) declares. According to him, internal evolutions of an individual are very important, because they increase self-cognition and attention. According to Agor (47) intuition is an important factor in management, performance and effectiveness of individuals. Simon (59) and Isenberg (1984) emphasize the function of intuition in decision making process and show that the most successful top managers use an integration of intuition and systematic analysis for their decision making. Several researches show that spiritual practices by the goal of developing awareness (such as meditation), can decrease stress and improve working individual relations. Also, it was shown that there is a significant relationship between divine grace domain of SI and effectiveness of the physical education teachers. The scores of ISIS sub-scales (such as beauty, perception, liberty, gratitude, presence of God in creature and rapture or joy which are related to divine grace domain) were very important in explanation of effectiveness. Thus, divine grace is the third important domain of ISIS. This is compatible with other findings. Bennis (2007) declares those who have related abilities of divine grace, show higher degrees of joy or rapture, faith, optimism or confidence which are of important working factors. Although rapture or joy seems to be desired by teachers, there is no attributive literature or theory regarding this issue. The concept of "encouraging" presented by Kouzes and Posner (2005) which is gained by identification and acknowledgement of staff's helps, gratitude of other's excellence and celebrating values and successes, can be considered to be similar to rapture. However, famous business press have paid to the importance of creating a happy environment a lot. Such an issue, however, is not presented in academic and official literature and theories. As it was mentioned before, George (51) found out that high and positive spirits are in relation with the effectiveness of the sale managers. Indeed, leadership practice theory of Kouzes and Posner (2005), which is created by finding internal call, definition of personal values and presenting frameworks by coordination of performance and values, seems to be tightly related to perception domain of ISIS. Similarly, "idealistic influence" which is a dimension of evolution-causing leadership emphasizes on the importance of creating grand behavioral standards for being imitated by individuals. This necessitates individuals to manifest granol values and honesty in their behavior. Bennis (2007) also emphasizes on the perception and the importance of a behavior which is compatible with values, as necessary factors of effectiveness. Other findings of this research show that there is a significant relationship between eminence dimension of SI and effectiveness the physical education teachers of Zanjan province. The scores of ISIS sub-scale (such as holism system, considering me and you in human relations, practice, self- eminent and sanctity, which are related to eminence domain) are important in explanation at effectiveness. Thus,
the forth important domain of ISIS is eminence. This is compatible with other findings. Sternberg (2007) and Senge (58) claim that abilities related to spiritual intelligence such as holistic system attitude towards the relationship between everything, have influence on effectiveness. In this regard, people solve their problems in a holistic way. Kouzes and Posner (2005) Strong, Ringer and Tayler (2001) in their research declared that relational abilities related to considering "I and You" in human relations which leads to social development along with sympathy and compassion, increase social performance of individuals and enables them to establish their relations more confidently and create team spirit. Bass (1990) claims that showing more "I and You" attitude in relationships, such as more sympathy, also can be another independent factor of causing evolution and effectiveness. Furthermore, it was shown that there is a significant relationship between meaning domain of spiritual intelligence and effectiveness of the physical education teachers. However, related scares of this sub-scale of ISIS (such as meaning and duty which are related to meaning domain) had a little impact on the teacher effectiveness variance in comparison to other factors. Thus, meaning domain is the fifth important domain of ISIS. Maybe meaning domain questions are not much related to the assessment of this dimension in effectiveness. This issue seems to be in contrast with the prevalent idea among theorizers. They believe one of the important tasks of an individual is to experience and improve the meaning Wigglesworth (2004), Mussig (2003) Bennis (2001). We can say these findings show that development of spiritual intelligence abilities by the physical education teachers can increase and improve their effectiveness.

This research also showed that SI variable of the physical education teachers can be a good predictive factor for their effectiveness variable. Moreover, findings show there is a significant correlation between self-assessments of these variables and this increases previous reliabilities at SI and its relation with the performance of effectiveness. We can conclude accordingly that a large part of variance of effectiveness can be justified by SI. This can be confirmed by the fact that SI had correlation with total scale of effectiveness and reported SI at the physical education teachers had a significant correlation with their effectiveness. Although effectiveness theories do not pay to spiritual intelligence straightly, it is clear that abilities related to SI, such as self-cognition, perception, "I and You" relationship in developing interpersonal relations, holistic attitude, confidence and optimism, intuitive motivation, improvement of meaning and also courage, creativity, authenticity and credibility and honesty, all are of influential factors in effectiveness. Amram and cooperators (2009) in their research show that spiritual intelligence is in a significant relation with efficient management and effectiveness. These findings improve SI previous reliabilities and its relationship with perception of effectiveness and emphasize on significant relationship of spiritual intelligence and effectiveness at individuals, especially physical education teachers.

Conclusion:

The results of this study show the relationship of the spiritual intelligence and effectiveness at the physical education teachers of zanjan province. Integrated spiritual intelligence scale (ISIS) significantly justifies a large extent of effectiveness variance and this reliability (the relationship of SI and effectiveness) indicates that SI is a definite and suitable factor for justification and perception of effectiveness. Theories and researches show that SI can be developed and these developments improve effectiveness and organizational performance. One of the advantages of this study is giving feedbacks to the teachers and instructing them according to the evaluations. In this study, 242 teachers were participated and all of them considered the results and instructions to be valuable. Presented results help them to identify their positive points of effectiveness and improve them. Identification of potential points of development and improvement of SI abilities help them to think about improving their effectiveness in future, because effectiveness is related to different dimensions of SI. Spiritual intelligence enables teachers to transfer meaning based on the Perception of their existential questions and students and cause them to show generosity, compassion and devotional love, consider their students individually, decide better and significantly, solve their problems and be creative, be able to distinguish and choose, identify the limitations, create the situation instead of being directed by it and contact the students effectively. All of these attributions cause the students to feel idealistically and choose their teacher as a template of behavior. An effective and successful teacher pay lots of attention to spiritual capacities and can suitably understand other's emotions and affections and react them properly and emphasize on improvement of their spiritual intelligence and spiritual abilities and totally benefit a high degree of spiritual intelligence.

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