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PREDICTION OF SPIRITUAL INTELLIGENCE ON GIFTED AND NORMAL STUDENTS BASED ON PERSONALITY TRAITS

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ABSTRACT

The main purpose of this study was to prediction of spiritual intelligence on gifted and normal students based on personality traits in Bilehsavar city. Population of this study consisted of all Bilehsavar city gifted and normal schools students in 2013-2014. The sample of this study was 400 normal students and 120 gifted students that were selected through stratified and simple sampling. In this research NEO- Five Factor Inventory (NEO-FFI) (Costa and McCrae, 1992) and Spiritual intelligence questionnaire (Abdolahzadeh *et al.*, 2006) was used. The results indicate that there is significant relationship between neuroticism, extraversion, and openness to experience, agreeableness and consciousness with spiritual intelligence.

Keywords: *Spiritual Intelligence, Gifted and Normal Students, Personality Traits*

INTRODUCTION

Intelligence is a skill, an innate potential that can be developed through trainings (Wigglesworth, 2003). As old as it can be, it is a tool used to distinguish an individual from one another and also a predictor of where you stand in a society (Animasahun, 2010). Everyone is born with intelligence, but to differentiate that, tests are being developed. For example, Intelligence Quotient (IQ) test is used to determine logical thinking, cognitive thinking and rule-bound thinking. Meanwhile, Emotional Quotient (EQ) is related to emotive thinking, associative and habit bound thinking (Zohar and Berman, 2001). These tests take account of performance or outward behaviors to determine the level of developed skills (Wigglesworth, 2003). Wigglesworth (2003) defines spirituality as a belief of “something greater than me”, a desire to be connected to humanity creator (Source) or traditionally being personified as God. Spirituality is appears to be in the field of pure consciousness in the Quantum Field. However, Wigglesworth (2003) also emphasizes that spirituality is different from religion. Although religious is one way to be connected to the Source but it is not the only way. Spiritual Intelligence is out-of-box thinking if compared to Intelligence Quotient or Emotional Quotient. According to Zohar and Berman (2001), Spiritual Intelligence is conceptualized as creativity, in-depth and transformative thinking. It is a mindset that would incorporate duty, understanding, nurturing, and personal transformation into. Zohar and Marshall (2000) referred Spiritual Intelligence as the development of desire and capacity for purpose, vision and values that juggles between reason and emotion, mind and body. It combines interpersonal communication skill and intrapersonal thoughts that surpasses the difference between self and others. The most recently published work on spiritual intelligence has been done by King (2007), a psychology graduate student at Trent University, Ontario, Canada (Amram, 2009). In his opinion, spiritual intelligence is currently defined as a set of adaptive mental capacities which contribute to the awareness, integration, and adaptive application of the nonmaterial and transcendent aspects of one’s existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of a transcendent self, and mastery of spiritual states (King, 2010). He proposed four essential abilities for the spiritual intelligence:

1. Critical existential thinking-the ability to contemplate existential and metaphysical issues and non existential issues that relate to one's existence.

Research Article

2. Personal meaning production-deriving meaning and purpose from life experiences and creating and mastering a life purpose.
3. Transcendent awareness-the ability to identify the transpersonal and the transpersonal self in the material and nonmaterial world in relation to self and others.
4. Conscious state expansion-the ability and capacity to enter higher states of conscientiousness at one's own discretion.

These four abilities, according to Amram (2009), have a universal and biological origin.

For a long time it has been a prevailing thought for psychologists that some people with specific personality traits are more intelligent than others, so have people perhaps. Describing introverts mental characteristics, Eysenck states that introverts are more intelligent than extroverts. In his point of view excellent expressiveness, great care in handling different affairs and conscientiousness are other introverts characteristics which are in accordance with high IQ. Also Yung describes introverts in terms of superior mental factors and elements. He gives superiority to introverts and extroverts in comparison with neurotics in terms of intelligence, self-confidence and concentration. While intelligence and personality have been considered as two partially different constructs in individual differences in other studies, so many studies have come to the conclusion that some predictable relations can be made between these two constructs (Ackermann and Heggstad, 1997; Austin *et al.*, 2002; Collis and Messick, 2001). The Big Five framework of personality traits (Costa and McCrae, 1992) has emerged as a robust and parsimonious model for understanding the relationship between personality and various academic behaviors. Conscientiousness is exemplified by being disciplined, organized, and achievement-oriented. Neuroticism refers to degree of emotional stability, impulse control, and anxiety. Extraversion is displayed through a higher degree of sociability, assertiveness, and talkativeness. Openness is reflected in a strong intellectual curiosity and a preference for novelty and variety. Finally, agreeableness refers to being helpful, cooperative, and sympathetic towards others. There is some evidence that personality and motivation are intricately tied with individual differences in learning styles, and it is recommended that educators go beyond the current emphasis on cognition and include these variables in understanding academic behavior (Miller, 1991).

Some researches have investigated the relationship between personality traits with spiritual intelligence. Esfahani and Etemadi (2012) indicate that spiritual intelligence had positive correlation with Extraversion, Openness to experience, Agreeableness and Conscientiousness and had negative correlations with Neuroticism. Among personality traits, Extraversion, Agreeableness and Neuroticism could explain 20 percent of the variance of spiritual intelligence. Hovec (2002) found positive significant relationship between Extraversion, Openness to experience, Agreeableness and negative relationship between Neuroticism with spiritual intelligence.

MATERIALS AND METHODS

The method of this study was descriptive-correlational that collected data were analysis by Pearson coefficient and multiple regression analysis. Population of this study consisted of all Bilehsavar city gifted and normal schools students in 2013-2014. The sample of this study was 400 normal students and 120 gifted students that were selected through stratified and simple sampling.

Personality was assessed using the NEO- Five Factor Inventory (NEO-FFI) (Costa and McCrae, 1992). This 60-item self-report measure assesses five personality dimensions of extraversion, neuroticism, openness, agreeableness, and conscientiousness. Participants were required to indicate, on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree), whether the statement was true of them. In this research, Cronbach's Alpha showed the values of 0.88 for Neuroticism, 0.85 for Extraversion, 0.78 for Openness, 0.84 for Agreeableness and 0.92 for Conscientiousness.

Spiritual intelligence was assessed using Spiritual intelligence questionnaire (Abdolazadeh *et al.*, 2006). This questionnaire consisted of 29 items and its reliability was reported 0.89.

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RESULTS AND DISCUSSION

Table 1: Summary of descriptive statistics

Variables	Subscales	Mean	SD
Personality traits	Neuroticism	Gifted	20.24
		Normal	35.52
	Extraversion	Gifted	29.79
		Normal	21.94
	Openness to experience	Gifted	33.16
		Normal	28.22
	Agreeableness	Gifted	33.56
		Normal	23.60
	Consciousness	Gifted	32.39
		Normal	24.47
Total		28.289	
Spiritual intelligence		Gifted	108.75
		Normal	114.75
		Total	111.70

Table 2 indicates that there is significant relationship between neuroticism, extraversion, openness to experience, agreeableness and consciousness with spiritual intelligence.

Table 2: Correlational coefficient between spiritual intelligence and personality traits on gifted and normal students

Variable	Neuroticism	Extraversion	Openness to experience	Agreeableness	Consciousness
Spiritual intelligence	Gifted	-0.18	0.39	0.37	0.31
	Normal	-0.24	0.28	0.19	0.20

Table 3: Results of multiple regressions between personality traits with spiritual intelligence

Independent variable	Participant	Predictor Variables	β	t	Sig	Standard error	Scale
Spiritual intelligence	Gifted students	Neuroticism	0.013	0.15	NP	0.18	R=0.51
		Extraversion	0.26	2.8	P=0.005	0.23	SE=13.32
		Openness to experience	-0.18	-2.3	P=0.02	0.21	F=8.99
		Agreeableness	0.07	0.9	NP	0.27	P<0.001
		Consciousness	0.3	3.53	P<0.001	0.17	R ² =0.23
		Neuroticism	-0.13	-1.3	NP	0.17	R=0.45
	Normal students	Extraversion	0.03	0.37	NP	0.23	SE=13.31
		Openness to experience	-0.02	0.36	NP	0.26	F=7.5
		Agreeableness	0.17	2.11	P=0.03	0.22	P<0.001
		Consciousness	0.26	3.11	0.002	0.02	R ² =0.21
		Neuroticism	-0.03	0.48	NP	0.127	R=0.49
		Total	Extraversion	0.162	2.52	P=0.01	0.172
Total	Openness to experience	-0.09	-1.7	NP	0.171	F=16.63	
	Agreeableness	0.15	2.68	P=0.007	0.175	P<0.001	
	Consciousness	0.29	4.96	P<0.001	0.132	R ² =0.28	

Research Article

As table 3 indicates personality traits subscales explains 26% spiritual intelligence variance. Also, the results indicate that extraversion, agreeableness and conscientiousness are significant predictor of spiritual intelligence in all participants.

The main purpose of this study was to prediction of spiritual intelligence on gifted and normal students based on personality traits in Bilehsavar city. Results of this study indicate that there is negative significant relationship between spiritual intelligence and neuroticism. In other words, increase of neuroticism cause to decrease of spiritual intelligence on gifted students. In this regards, students with high neuroticism trait have the possibility to experience higher educational injuries and abnormality. Since neuroticism is characterized by anxiety, depression, irritability, anger, aggressiveness, pride, and revenge, therefore individuals with less spiritual intelligence have these characteristics and they have less emotional and behavioral adjustment and also, easily represent angry, aggressiveness and failure. Also, there is negative significant relationship between spiritual intelligence and neuroticism on normal students. In other words, increase of neuroticism cause to decrease of spiritual intelligence on normal students. This finding is consistent with the results of Abedi *et al.*, (2008), Mehrani (2007), Zare *et al.*, (2011). The other results of this study indicate that there is positive significant relationship between extraversion. In other words, increase of extraversion cause to increase of spiritual intelligence on gifted students. In this regards, students with high extraversion have the possibility to experience higher educational injuries and abnormality. It means that the students with higher extraversion less possible to experience educational injuries and abnormality and their inclination to achievement is increase. Also, there is positive significant relationship between spiritual intelligence and extraversion on normal students. This finding is line with the results of Esfahani and Etemadi (2012), Hovec (2002).

The results, also, indicate that there is positive significant relationship between openness to experience with personality traits on gifted students. It means that students with higher openness to experience less possible to experience educational injuries and abnormality and they have higher mental health. Also, there is positive significant relationship between spiritual intelligence and openness to experience on normal students. This finding is line with the results of Esfahani and Etemadi (2012), Hovec (2002).

The other results of this study indicate that there is positive significant relationship between agreeableness with spiritual intelligence. In other words, increase of agreeableness cause to increase of spiritual intelligence on gifted students. It means that students with higher agreeableness less possible to experience educational injuries and abnormality and they have higher mental health and they have higher mental health. This finding is consistent with the results of Esfahani and Etemadi (2012), Hovec (2002). The other result of this study is positive relationship between conscientiousness with spiritual intelligence on gifted students. In other words, increase of conscientiousness cause to increase of spiritual intelligence on gifted students. It means that students with higher conscientiousness less possible to experience educational injuries and abnormality and they have higher mental health and they have higher mental health. This finding is consistent with the results of Esfahani and Etemadi (2012). Also, the results of regression analysis indicate that among personality traits conscientiousness is significant predictor of spiritual intelligence.

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Research Article

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