Relation Between Spiritual Intellect and Exciting Intellect With Identity Styles Among Teenagers of Ilam City

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The aim of this research is studying Relation between spiritual intellect and exciting intellect with identity styles among teenagers. So a sample (consists of 114 individuals, 65 females and 49 males) with range of age 15-19 were chosen randomly and we demand them to complete the questionnaires ARQ-AV and exciting intellect. Results of correlation analyze show that popular identity and intellect have most correlations. Regression analyze was used to study role of identity dimensions in predicating elements of exciting intellect. Results of regression were shown that communicational and personal identities can predict the social skills. Totally results of this research indicate that identity dimensions have an important role in exciting intellect, also this research has emphasize on attention to teenagers to compose their identities.

INTRODUCTION

We educate students just to success in job and education. But what is scale of success? Is scale just a scientific brain? In past the answer of this question was positive. But today there are new theories that not only reject this view but also reject all aspects of it. Some of them are: theory of multiple intellects by Gardner, theory of exciting intellect of Bar On and so on. So we can indicate that successful is not just depending on spiritual intellect but it depends on many kinds of intellect. Spiritual intellect is not mono scale of successful of people and it indicates just /20 of success and other percent are depend on social intellect exciting ones.

Indeed if exciting intellect today is a factor to successful, so why we don’t start education them to students? If exciting intellect has effect on educational progress, so it is necessary that schools pay more attention to them and by this, rise the successful level of students. So the aim of this research is show that is there a relationship between exciting intellect and educational progress, spiritual intellect and educational progress and exciting intellect and spiritual ones? Is there a relationship between level of students and high level of exciting intellect? In this research, statistical sample is consists of 150 students of males and females of Ilam schools. Devices of this research are questionnaire of Bar On about exciting intellect and Rion test.

2-Research Problem:

In recent years, researchers want to find answer of this question that why some people have higher psychological health in compare to other ones? Why some people are more successful in compare to other ones? Why the reasons of these differences? So it is necessary to use study the factors of success to find answers of these questions. Recently it was found that spiritual intellect is not only key to successful, many people that have this intellect indeed aren’t any purpose in their life, and in other words, some people without this intellect are successful. These subjects show that depending on spiritual intellect is not enough to success, researches show that in best manner this intellect has /20 effect in success and remaining /80 is dependent on other forces. So these subjects show that there other forces instead of intellect that can be effective in educational progress and finally in success. This view indicates a new theory about intellect. Researches of Gilman show that in most of cases, differences are in abilities that called exciting intellect and are including: tolerance- motivation-stability and ability to motivate other ones. We can educate these skills to children and provide them a better opportunity for them to use it. One of the secrets of physiology is that educational points of intellect can not certainly predict the successful. Actually there is a relationship between intellect and good conditions of life and people with higher intellect have better life, but it is not correct in all situations. Now, the problem is that
spiritual intellect in practice can not prepare individuals to success, although high intellect can not guarantee the social character or happiness, but schools are emphasize on it and ignore the exciting intellect.

So a question here that some researchers such as James Crest wanted to found its answer is that how exciting intellect can predict the education progress? Is exciting intellect can predict success more exact than spiritual intellect?

3- Theory Framework:

Since a factor called intellect was introduced by Binna in France, many psychologists such as Spearman, Tristan, Wexler and Colt indicated different definitions and classifying of intellect and so provide some devices that they claim can measure this mental quality, and they are satisfy with their findings and claim that intellect is just their finds. Since intellect is a detail subject, its definition is very difficult and we haven’t a clear definition of it, we must accept its definition in tests. A thing that is clear here is that spiritual intellect that determine by intellect tries to measure individual talent to learning- problem solving- rational think and so on, and it is clear that they are not enough to success and predict success. So a question that is here is that why people with high spiritual intellect, in some cases have foolish ideas?

4- Researches Hypothesizes:

1- There is a meaningful relationship between exciting intellect and identity styles of teenagers
2- There is a meaningful relationship between spiritual intellect and identity styles of teenagers

Descriptive methods were used to analyze the information of this research. Also determine statistics was used to determine the share of exciting intellect and general intellect in educational progress.

5- Sample of Research:

Sample of this research is including all students of Ilam cities with age of 15-18 in year 2012-2013. Mean average of two lat sessions was used to study educational progress.

5-1- Sampling Method:

Number of sample in this research is regarding to formula D/(2(s2)(n=(z2), that were 150 individuals and among 150 disturbed questionnaires, 4 cases were removed and research was continued with 146 questionnaires.

5-2- Sampling Method:

Among statistical society, 150 individuals were selected by random method. The method of selection was in this way that first, three areas in Ilam were selected randomly and in these areas, one pre-university school of males and one of females were selected in each are. In next stage, 25 individuals among high school students in three courses of math, experimental sciences and human sciences were selected randomly.

5-3- Devices of Measuring Research:
5-3-1- progressed test of Rion:

This test was established by Rion, the English psychologist, in 1983. In this test, all questions in various matrixes are in same forms and all show some patterns of figures and graphs that are ordering in a special way. Test questions are ordering from easy to difficult. It must be noted that last questions of this test are so difficult that only few people can answered them and major of these questions measure the intellect. One of its major limitedness points of this test is that its questions haven’t variety. This test has two different forms, first one is used to children and exceptional adults and is contains colorful images and this test for adults is contains black and white images. Final correlations of this test in various groups in adults are between 0/70 and 0/90 and this is smaller in children.

5-3-2- Questionnaire of Exciting Bar On:

This questionnaire is first validate questionnaire regarding to supra cultural factors. This questionnaire is contains 133 short questions and it is appropriate for individuals that their ages is more than 16. Results of this questionnaire are a total score of intellect, 5 points to mixed scale and 15 points to small scale. Raw scores must convert to standard score with average of 100 and standard deviation of 15. Scores that are above mean in this test, show that individual has potential to do effective works. This questionnaire was translated to 22 languages.

Discussion And Conclusions:

Main hypothesis of this research is that exciting intellect in compare to spiritual intellect has more share in education progress. Findings of this research confirm this hypothesis and shows that ability of exciting intellect in prediction of education progress is two time more than spiritual intellect, this result is same as other research findings in this field. Parker et al [10], Peter Aidz et al, Prker [10], Broor et al, Mayer [11], Richardson & ivanz [10], Gangloosi and Peterson. Thus regarding to theses results that all believed that there is positive
relation between exciting intellect and educational progress, we can indicate that exciting intellect shows 0/80 of education progress.

But why exciting intellect in compare to spiritual intellect has more share in education progress? We should attention that spiritual intellect has emphasize on mental abilities such as understand- learning- problem solving and rational thinks but exciting intellect has more extended abilities that are requires to modern life and it may be the reason of its more effect in education progress. Indeed other hypothesizes of this research is that there is relationship between exciting intellect and education progress. Findings of this research also confirm this relationship and its reason may be it that regarding to researches that were performed in schools successfully, this conclusion was obtained that in successful schools, teachers and students have close relationship in compare to other schools.

REFERENCES

[10]Parker et al., 2004. Exciting intellect in students, psychological institution of U.S.